DOCUMENT RESUME

ED 085 864 EA 005 747

TITLE	Oregon Graduation Requirements: Administrative Guidelines. Section I.
INSTITUTION	Oregon State Dept. of Education, Salem.
PUB DATE	Sep 73
NOTE	55p.; Related documents are EA 005 748-750
AVAILABLE FROM	Mrs. Ellen Hassler, Documents Clerk, State Department of Education, 942 Lancaster Drive, N.E., Salem, Oregon 97310 ($1.50 per volume or $5.00 as combined publication)
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	Administrator Guides; *Basic Skills; Curriculum Development; Educational Objectives; *Educational Policy; Educational Theories; Equal Education; *Graduation Requirements; *High Schools; Performance Criteria; Program Planning; State Boards of Education; *State School District Relationship; State Standards
IDENTIFIERS	Competency; Needs Assessment; *Oregon; Performance Indicators; Survival Skills

ABSTRACT

Since 1969, the Oregon State Board of Education has undertaken to reverse the trend toward providing a single, rigid program for all students, regardless of their abilities, interests, needs, or learning styles. The new standards focus on the concept of providing students an opportunity to learn and demonstrate specific "survival" competencies. Each district must clarify the point of view of "survival" to its own satisfaction in order to identify the basic skills and abilities that all students should acquire as a result of public schooling. Developing a plan for meeting new State requirements for school graduation is an important task for local school districts. These guidelines suggest practical, economical, and flexible approaches. (Author/WM)

ED 085864

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

oregon graduation requirements

ADMINISTRATIVE GUIDELINES
Section I

Prepared by:
GRADUATION
REQUIREMENTS TASK FORCE
David Curry, Executive Secretary

Published by:
STATE DEPARTMENT OF EDUCATION
Dale Parnell, Superintendent
Public Instruction

September
Copyright 1973

$1.50

"PERMISSION TO REPRODUCE THIS COPYRIGHTED MATERIAL HAS BEEN GRANTED BY
Oregon State Dept. of Education
TO ERIC AND ORGANIZATIONS OPERATING UNDER AGREEMENTS WITH THE NATIONAL INSTITUTE OF EDUCATION. FURTHER REPRODUCTION OUTSIDE THE ERIC SYSTEM REQUIRES PERMISSION OF THE COPYRIGHT OWNER."

EA 005 747

FILMED FROM BEST AVAILABLE COPY

SURVIVAL EDUCATION

Abraham Maslow has described a hierarchy of human needs, the first and most fundamental of which is survival. The second need is for security, the third is for love and belonging, the fourth is for self-esteem, and the fifth is for self-actualization. It is not possible to satisfy any one of these needs until those which precede it are satisfied. A frequently expressed concern has been that we may be trying to provide young people with self-actualizing experiences before meeting their survival needs. Both kinds of needs should be addressed, but self-actualization usually does not occur if survival is continually threatened.

The new graduation requirements focus on the need to identify what competencies are necessary for survival and assure that *all* students have these competencies. The new requirements do not imply that this should become the only concern of school districts.

Education for survival is only one part of a good comprehensive program.

SURVIVAL-LEVEL EDUCATION

FOREWORD

Dear Colleague:

On September 22, 1972, the Oregon State Board of Education passed new Minimum State Requirements for School Graduation. Three years of effort, discussion, review, and redrafting were involved in the development of these graduation standards. The large number of people in and out of the educational community who reviewed preliminary drafts and reported their findings had a significant impact on the final product. That counsel and advice was extremely valuable in improving and forming the document.

The new standards allow districts new alternatives in designing local programs. Some of these alternatives are: credit by examination, off-campus study, multiple approaches to course design, waivers of attendance requirements, and certificates of competency. The new credit requirements deserve your attention as do the performance requirements.

This publication contains models and guidelines designed to help districts develop local implementation plans. By July 1, 1974, districts are asked to file their plans for state board approval. A sample implementation plan is contained in this manual. Entering freshmen in the fall of 1974 will, as the class of 1978, be the first students to receive their secondary education under the new standards.

It's exciting, it's geared to developing performance-based competencies for all students, at times it may be challenging, but the end results will be worth it.

Cordially,

Dale Parnell

Dale Parnell
Superintendent
Public Instruction

MINIMUM STATE REQUIREMENTS FOR GRADUATION

AUTHORITY

OREGON REVISED STATUTES

326.051 Board functions. (1) In addition to such other duties as are prescribed by law, the State Board of Education shall:

(a) Establish state standards for public schools, considering first the goals of modern education and the requirements of a sound comprehensive curriculum with particular emphasis on establishment of the highest practical scholarship standards and, in secondary schools, establishment of academic standards necessary to enable students to attend institutions of higher education both within and without the State of Oregon, and considering also the health, safety, and scholastic needs of the students, the population, climate, economy and geography of the school districts and any other factors necessary to the maintenance of a modern and efficient school system.

(c) Adopt rules for the general governance of public elementary and secondary schools and community colleges.

OREGON ADMINISTRATIVE RULES

Definition of Terms 22-105

(1) Unit of Credit

One hundred thirty clock hours of instruction in a planned course shall be the minimum requirement for granting one unit or 10 semester hours of credit. One high school unit of credit may be equated with 9 quarter hours of college credit. Independent study, work experiences, and research time may be counted as a portion of the 130 clock hours when identified as an integrated part of a planned course. Fractional units of credit may be allowed for work accomplished in a planned course of less than 130 clock hours in proportion to the amount of time allotted for the course. This minimum clock hour requirement may be waived pursuant to the provisions of 22-105(3) and 22-125.

(2) Planned Course

A planned course shall consist of a course title, goals to be achieved, general course content, expected learning activities, procedures for evaluation, and anticipated learner outcomes in terms of skills, knowledge, and values. Planned courses in two or more required areas of study may be combined for instructional purposes with appropriate units of credit granted and recorded for each course.

(3) Credit by Examination

Credit by examination is a process for ascertaining student competencies for the purpose of waiving course requirements, and if deemed appropriate, granting credit.

(4) Personal Finance

As used in 22-115, "personal finance" means planned instruction aimed at helping students develop the competencies needed to cope with financial concerns related to their life roles as consumers.

(5) Career Education

As used in 22-115 and 22-120, "career education" and "career development" mean planned instruction aimed at helping students develop general occupational competencies needed to function effectively within a career cluster or a broad range of related occupations.

(6) Competencies

"Competencies" means possession of skills, knowledge, and understandings to the degree they can be demonstrated.

Diplomas and Certificates of Competency 22-110

(1) A diploma shall be granted upon successful completion of all required state and local school district program units of credit, demonstrated performance, and fulfillment of attendance requirements.

(2) A certificate which identifies acquired competencies may be awarded to those students who have met some, but not all of the requirements for the diploma, and have chosen to end the formal school experience.

Credit Requirements For High School Program Completion 22-115

(1) Each student is required to earn a minimum of 21 units of credit in grades 9-12.

(2) Credits shall be earned in the following required areas of study:

(a) Communication Skills—3 units of credit
(b) Mathematics—1 unit of credit
(c) Social Science—1 unit of credit
(d) Citizenship Education—1 unit of credit
(e) Laboratory Science—1 unit of credit
(f) Health Education—1 unit of credit
(g) Physical Education—1 unit of credit
(h) Personal Finance—1 unit of credit
(i) Career Education—1 unit of credit
(j) Electives—10 units of credit

(3) A district school board may establish additional credit requirements beyond the minimums listed.

Performance Requirements For Program Completion 22-120

(1) Each student's transcript of record

shall indicate the degree to which he or she has demonstrated the knowledge and skills necessary to function in the following areas:

(a) Personal Development

Each student shall demonstrate competencies necessary to:

(A) Read, listen, analyze, speak, and write.

(B) Compute, using the basic processes.

(C) Understand basic scientific and technological processes.

(D) Develop and maintain a healthy mind and body.

(E) Develop and maintain the role of a lifelong learner.

(b) Social Responsibility

Each student shall demonstrate the competencies required to function effectively and responsibly:

(A) As a citizen in the community, state, and nation.

(B) As a citizen in interaction with his or her environment.

(C) As a citizen on the streets and highways.

(D) As a consumer of goods and services.

(c) Career Development

Each student shall demonstrate competencies required to function effectively within a career cluster or broad range of occupations.

(2) The local district board shall identify the performance indicators it is willing to accept as evidence that individual students are equipped to survive in the society in which they live. All competencies need not be developed by each student within the schooling process. Schools shall provide the necessary instruction for those who need it. Schools will determine student progress toward development of these competencies, and such determination can be made during the normal operation of the school program. Extensive testing programs or testing days are not required.

Attendance 22-125

Twelve school years of planned educational experience shall be required, except as local district school boards adopt policies providing for early or delayed completion of all state and local program, credit, and performance requirements.

Local district school boards may, and are encouraged to, adopt policies allowing for individual program completion in more or less than twelve school years. Education gained outside the normal schooling experience may be considered in the granting of credit. Local district school boards may adopt policies to allow for credit by examination or allow credit for off-campus experiences. In any waiver of the attendance requirement, consideration shall be given to the age and maturity of student, access to alternative learning experiences, performance levels, the desires of the parents or guardians, and guidelines of the State Board of Education.

Developing Appropriate Electives and Additional Course Offerings Beyond State Minimums 22-130

Local districts shall develop elective offerings which provide students the opportunities to earn a minimum of 10 elective units of high school credit. The development of these electives shall be structured in terms of the personal, social, career, and post-high school educational needs of students. Vocational, scientific, fine arts, modern language, and humanities needs of students shall be assessed in developing appropriate electives. Local districts are encouraged to provide varied experiences in the fine arts and humanities.

Local School District Responsibility for Implementation 22-135

(1) The requirements shall be applicable to the high school graduating class of 1978. Local school district plans for implementation of 22-120 shall be filed with and approved by the State Board of Education by July 1, 1974.

(2) Present Administrative Rule 22-035(9) (10) is hereby repealed effective June 30, 1975. Although classes of 1976 and 1977 may be graduated according to the state standards adopted in 1966, districts are urged to implement these rules as soon as possible.

TECHNICAL ASSISTANCE DIRECTORY

ADMINISTRATION AND MANAGEMENT

GENERAL INFORMATION

Dave Curry, Specialist, Secondary Administration, 378-4772

Maurice Burchfield, Director, Basic Education, 378-3602

Ray Osburn, Coordinator, Local District, College, and Community Relations, 378-4772

GUIDANCE, COUNSELING AND RECORDS

Les Adkins, Director, Student Services, 378-3584

Jerry Berger, Specialist, Counseling and Guidance, 378-4765

Claude Morgan, Specialist, Guidance and Counseling—Elementary Schools, 378-4765

Don Perkins, Specialist, Student Activities, 378-4765

NEEDS IDENTIFICATION, ASSESSMENT, PROGRAM EVALUATION

Bob Clemmer, Coordinator, Planning and Evaluation, 378-3074

ACCREDITATION AND IMPLEMENTATION PLANS

Clarence Mellbye, Coordinator, Accreditation, 378-4769

PERSONAL DEVELOPMENT

Graduation requirements concerning ability of students to:

READ, LISTEN, ANALYZE, SPEAK, AND WRITE

Frank Mazzio, Specialist, Language Arts, 378-3602

Ninette Florence, Specialist, Reading Education, 378-3602

COMPUTE, USING THE BASIC PROCESSES

(position to be filled)

UNDERSTAND BASIC SCIENTIFIC AND TECHNOLOGICAL PROCESSES

Ray Thiess, Specialist, Science Education, 378-3602

DEVELOP AND MAINTAIN A HEALTHY MIND AND BODY

Len Tritsch, Specialist, Health Education, 378-3602

Jim Goddard, Specialist, Physical Education, 378-3602

DEVELOP AND MAINTAIN THE ROLE OF A LIFE-LONG LEARNER

Del Aebischer, Specialist, Music Education, 378-3602

Jim Goddard, Specialist, Physical Education, 378-3602

SOCIAL RESPONSIBILITY

Graduation requirements concerning student preparation for:

CITIZENSHIP IN THE COMMUNITY, STATE, AND NATION

Al Grubb, Specialist, Elementary Citizenship Education, 378-4325

CITIZENSHIP IN INTERACTION WITH GOVERNMENT

W. R. Nance, Specialist, Environmental Education, 378-4325

CITIZENSHIP ON STREETS AND HIGHWAYS	**Joseph Nelson,** Specialist, Driver Education/Safety, 378-3602
CONSUMING GOODS AND SERVICES	**Marian Kienzle (Mrs.),** Specialist, Consumer Education and Personal Finance, 378-4325

GENERAL CAREER DEVELOPMENT

To enable the student to learn the survival-level competencies which would be required in all occupational areas:

Monty Multanen, Coordinator, Career Program Operations, 378-3594

CAREER DEVELOPMENT AREAS

Graduation requirements concerning student preparation in:

ACCOUNTING	**Jesse Kauffman,** Specialist, Business Education, 378-3597
AGRICULTURE	**Gordon Galbraith,** Specialist, Agricultural Education, 378-3594
CLERICAL	**Jesse Kauffman,** Specialist, Business Education, 378-3597
ELECTRICAL	**James Hargis,** Specialist, Electrical and Graphics, 378-3594
FOOD SERVICES	**Pauline Goodwin,** Specialist, Home Economics (secondary), 378-3590
	Al Halter, Specialist, Service Occupations (post-secondary), 378-4156
FORESTRY	**Howard Brock,** Specialist, Conservation & Forest Products, 378-3594
HEALTH	**Joan Stoddard,** Specialist, Health Occupations, 378-3590
INDUSTRIAL MECHANICS	**George Warren,** Specialist, Industrial Arts, 378-3594
MARKETING	**Syd Thompson,** Specialist, Marketing & Distributive Ed., 378-3597
METALS	**Ralph Little,** Specialist, Construction/ Metals, 378-3594
SERVICE OCCUPATIONS	**Al Halter,** Specialist, Service Occupations, 378-4156
STENO-SECRETARIAL	**Jesse Kauffman,** Specialist, Business Education, 378-3597

These people may be contacted by mail at the following address:

State Department of Education
942 Lancaster Drive NE
Salem, Oregon 97310

ACKNOWLEDGMENTS

Approximately 350 Oregon educators worked on the development of the guidelines and models that are presented here. It is not possible to acknowledge the contributions of each person by name, but it is possible to give special recognition to individuals who played key roles.

From November 1972 to May 1973 the ground work was developed by six project groups:

Those projects were directed by Earl Anderson, Executive Director, Metropolitan Administrative Service Center, Tri-County Project; Don Bunyard, Vice Principal, Marshfield Senior High School, Coos Bay Project; Eldon Blanford, President, Trico League, Trico League Project; Erwin Juilfs, Director of Education, Eugene Project; Jerry Killingsworth, Director of Curriculum, Klamath Falls Project; Chuck Porfily, Director, Vocational Education, Lebanon Project.

The six project reports were synthesized in late May by a 50-member team of project members and State Department of Education staff.

Team leaders for this phase included: Administration, Les Adkins, State Department of Education; Personal Development, Eleanor Baker, Inter-Disciplinary Education Coordinator for Marshfield Senior High School, Coos Bay; Social Responsibility, W.R. Nance, State Department of Education; Career Development, Chuck Porfily, Director of Vocational Education, Lebanon.

Two weeks of revision and rewriting were accomplished by a team of writers.

Those individuals were: Administration Section, Earl Anderson, Metropolitan Administrative Service Center; Personal Development Section, Carroll Cone, North Bend District; Social Responsibility Section, Sharon Case, Multnomah County IED; Career Development Section, Chuck Porfily, Lebanon District.

Editing for final publication was done by Evelyn Gunter, Dissemination Specialist, ESEA, Title III, in cooperation with State Department of Education specialists for each of the program areas listed in the Technical Assistance Directory.

Dave Curry, Specialist for Secondary School Administration, had general responsibility for overall coordination of the activities and the publication of the finished guidelines and models.

The guide and models were produced, in part, with ESEA, Title III funds.

This was both an exciting and difficult effort. The cooperation, creativity, and commitment of all who contributed is gratefully acknowledged.

CONTENTS

ADMINISTRATIVE GUIDELINES

FOREWORD iii

MINIMUM STATE REQUIREMENTS FOR GRADUATION v

TECHNICAL ASSISTANCE DIRECTORY vii

ACKNOWLEDGMENTS ix

INTRODUCTION 1
History and Background 2
New Standards 3
Survival Education 3
Benefit to Students, Community Members and Educators 3

DISTRICT PLAN FOR IMPLEMENTATION 5
What the Plan Should Cover 6
Local Decisions About Competency-Based Programs 6
Guidelines for Plan Development 7
Sample Timetable for Planning and Development 9
Guidelines for Project Managers 10
New Concepts 11
The Role of the Community 12
A Sample Plan 12
Sample Transmittal Letter 13
Required Areas of Study 13
Required Areas of Study—Electives 14
Performance Requirements 14
Planned Course Statements 14
Verification Forms 15
Method of Certifying Competency 15
Transcript Amendment 15
District Options 15
Implementation Schedule 16

REQUIRED AREAS OF STUDY 17
Relating Credit Requirements, Course Offerings and Performance Requirements 18
Incorporating New Concepts 19

PERFORMANCE REQUIREMENTS FOR PROGRAM COMPLETION 21
Guidelines and Models for Identification of Survival Competencies 22
Structure of the Models 22
Performance Indicators 23
Relating Required Competencies to Learning Activities 24
Models for Competency Development 24

NEEDS ASSESSMENT FOR ELECTIVES 25
Needs Assessment Options 26

METHOD FOR CERTIFYING COMPETENCY 27
Options for Certifying Competencies 28

METHOD FOR VERIFYING COMPETENCIES 31
Performance Verification Form 32

PLANNED COURSE STATEMENTS 33
Sample Planned Course Statement, Part I 34
Sample Planned Course Statement, Part II 34

TRANSCRIPT AMENDMENTS, DIPLOMAS, AND CERTIFICATES OF COMPETENCY 37
Transcript Amendments 38
Diplomas and Certificates of Competency 38
Sample Student Performance Records 38

ATTENDANCE REQUIREMENTS 39
Early and Delayed Graduation Requirements 40
Sample Early Graduation 41
Credit by Examination 42
Sample Application for Credit by Examination 43
Sample Confirmation of Credit by Examination 43
Off-Campus Programs 44
Independent Study 45

A FORECAST MODEL FOR STUDENTS 47
Implications for Counseling and Guidance 48
Developing a Forecast Model 49
Sample Forecast Model 50

INTRODUCTION

AUTHORITY

OREGON
REVISED STATUTES

326.051 Board functions. (1) In addition to such other duties as are prescribed by law, the State Board of Education shall:

(a) Establish state standards for public schools, considering first the goals of modern education and the requirements of a sound comprehensive curriculum with particular emphasis on establishment of the highest practical scholarship standards and, in secondary schools, establishment of academic standards necessary to enable students to attend institutions of higher education both within and without the State of Oregon, and considering also the health, safety, and scholastic needs of the students, the population, climate, economy and geography of the school districts and any other factors necessary to the maintenance of a modern and efficient school system.

(c) Adopt rules for the general governance of public elementary and secondary schools and community colleges.

HISTORY AND BACKGROUND

With few exceptions, public high schools have traditionally stated educational requirements in terms of units of time—"Carnegie" units of one hour per day, five days per week. As a result, courses, textbooks, and teaching techniques accommodate this basic allotment of time, and graduation requirements are in many ways more time-oriented than goal- or performance-oriented. Not only are the requirements for high school graduation usually stated in terms of a fixed number of units, they also stipulate that a number of these units be earned in specific subjects.

The world of 1972 is vastly different from the world of the 1920s and 1930s. Credit cards, installment purchasing, high-speed automobiles, television, and countless other modern developments require more individual competencies than were required 50 years ago. Schooling must help each student develop these competencies and the confidence that he or she can cope successfully with real-life situations. However, the basic subject requirements in Oregon have not changed substantially since 1932, and although programs have been updated and improved considerably, schooling content generally is tied to college entrance requirements.

Given graduation requirements which limit course selections and specify units of time for course completion, "passing" the required courses can easily become the primary goal of many students.

Since 1969, the State Board of Education has undertaken to reverse the trend toward providing a single, rigid program for all students, regardless of their abilities, interests, needs, or learning styles, and between 1969 and September of 1972, several steps were taken.

1. The State Department of Education, under Title III of the Elementary and Secondary Education Act (and in cooperation with Bardsley and Haslacher, marketing and research consultants) conducted an assessment of Oregon's educational needs by sampling opinion from the public, educators, students, and dropouts.
2. The State Board of Education held a series of meetings under the title "Oregonians Speak Out." The Board received strong statements of public concern that the high school diploma had lost its credibility and that *all* students were not receiving training and instruction necessary for survival in a complex society.
3. The Oregon Association of Secondary School Administrators requested that the State Superintendent of Public Instruction explore the possibility of revising high school graduation requirements into quality or performance standards.
4. A first draft of proposed requirements was developed, distributed, and discussed in the fall of 1971. Elementary and secondary administrators, classroom teachers, board members, students, and business and labor leaders all contributed to a much-changed second draft of the proposed standards.
5. The second draft was used as a basis for public hearings at five meetings of the State Board of Education. After statewide testimony, the Board revised the second draft and adopted the new standards for graduation at its September 1972 meeting.
6. A $40,000 Title III grant was used to aid six pilot districts in developing guidelines and model competency statements in the areas of personal development, social responsibility, and career development. Approximately 300 Oregon educators and community members participated in these pilot projects.

7. A workshop involving local project and State Department personnel was held in May of 1973 to synthesize the six project reports. About 50 educators were involved.
8. Further revision and redraft followed and involved personnel from the pilot projects and the State Department of Education. This publication is the result of those efforts.

THE NEW STANDARDS

The new standards focus on the concept of providing students an opportunity to learn and demonstrate specific "survival" competencies. Abraham Maslow has described a hierarchy of human needs, the first and most fundamental of which is survival. The second need is for security, the third is for love and belonging, the fourth is for self-esteem, and the fifth is for self-actualization. It is not possible to satisfy any one of these needs until those which precede it are satisfied. A frequently expressed concern has been that we may be trying to provide young people with self-actualizing experiences before meeting their survival needs. Both kinds of needs should be addressed, but self-actualization usually does not occur if survival is continually threatened.

SURVIVAL EDUCATION

"Survival" is a relative term which can be defined by example with several hundred performance indicators in the curricular portions of this guide. "Survival" is a point of view which each district must clarify to its own satisfaction in order to identify the basic skills and abilities that all students should acquire as a result of public schooling.

It is a point of view that is maintained through developing an in-depth knowledge of what life demands of individuals as well as an understanding of what post-secondary institutions require of entrants.

BENEFIT TO STUDENTS, COMMUNITY MEMBERS, AND EDUCATORS

Compliance with the new standards will mean that students will have access to more accurate descriptions of course offerings and district expectations. Options will become available which will allow them greater choice in planning their educational programs.

Community members will have a better understanding of current as well as proposed school programs, because they will be informed and involved in planning and approving the changes.

Educators will begin to identify not only what their changing goals are—but what they are not. They will be responding to demands from various quarters for "public accountability," and they will benefit from the discussion, study and reevaluation that will occur.

All members of the school and community will have considerable discretion in defining basic education at the local level.

Finally, a district can begin the process of spelling out what is meant by "equal educational opportunity." In *Brown vs. Board of Education of Topeka,* (1954), the U.S. Supreme Court, speaking through Mr. Justice Warren, said: "In these days, it is doubtful that any child may reasonably be expected to succeed in life if he is denied the opportunity of an education. Such an opportunity, where the state has undertaken to provide it, is a right which must be made available to all on equal terms."

DISTRICT PLAN FOR IMPLEMENTATION

Local School District Responsibility for Implementation **22-135**

(1) The requirements shall be applicable to the high school graduating class of 1978. Local school district plans for implementation of 22-120 shall be filed with and approved by the State Board of Education by July 1, 1974.

(2) Present Administrative Rule 22-035 (9) (10) is hereby repealed effective June 30, 1975. Although classes of 1976 and 1977 may be graduated according to the state standards adopted in 1966, districts are urged to implement these rules as soon as possible.

WHAT THE PLAN SHOULD COVER

Developing a plan for meeting new state requirements for school graduation is an important task for local school districts. The goal of these guidelines is to suggest approaches which are practical, economical, and flexible.

A district's implementation plan should assure that:

1. Students graduating in 1978 and later have successfully completed a planned course of study in required areas.
2. Students graduating in 1978 and later have demonstrated minimum competencies identified by the district as necessary for survival in a modern society.
3. Students graduating in 1978 and later have met attendance requirements determined by the local board.

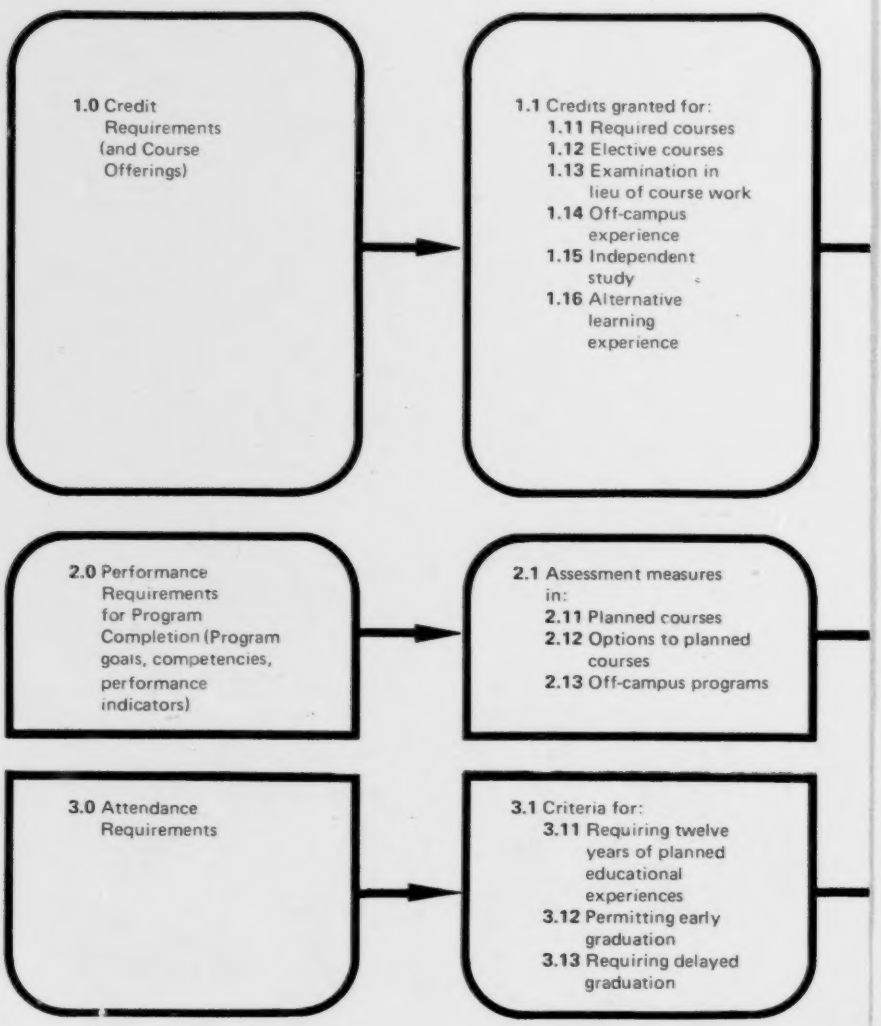
The relationship of the major components of a district's plan are displayed graphically below.

Whenever applicable, models or sample forms have been included to supplement and clarify interpretations and guidelines. Therefore, it would be helpful to read through the entire guide, including Sections II, III, and IV, and then to re-read Section I on administration.

Districts are required to file their plans with the State Department of Education by July 1974. (Sample on pages 13-16.) Components of the plan which affect the ninth-grade program must

DIPLOMA AND CERTIFICATE OF COMPETENCY:

MAJOR ELEMENTS, DECISIONS AND PROCEDURES

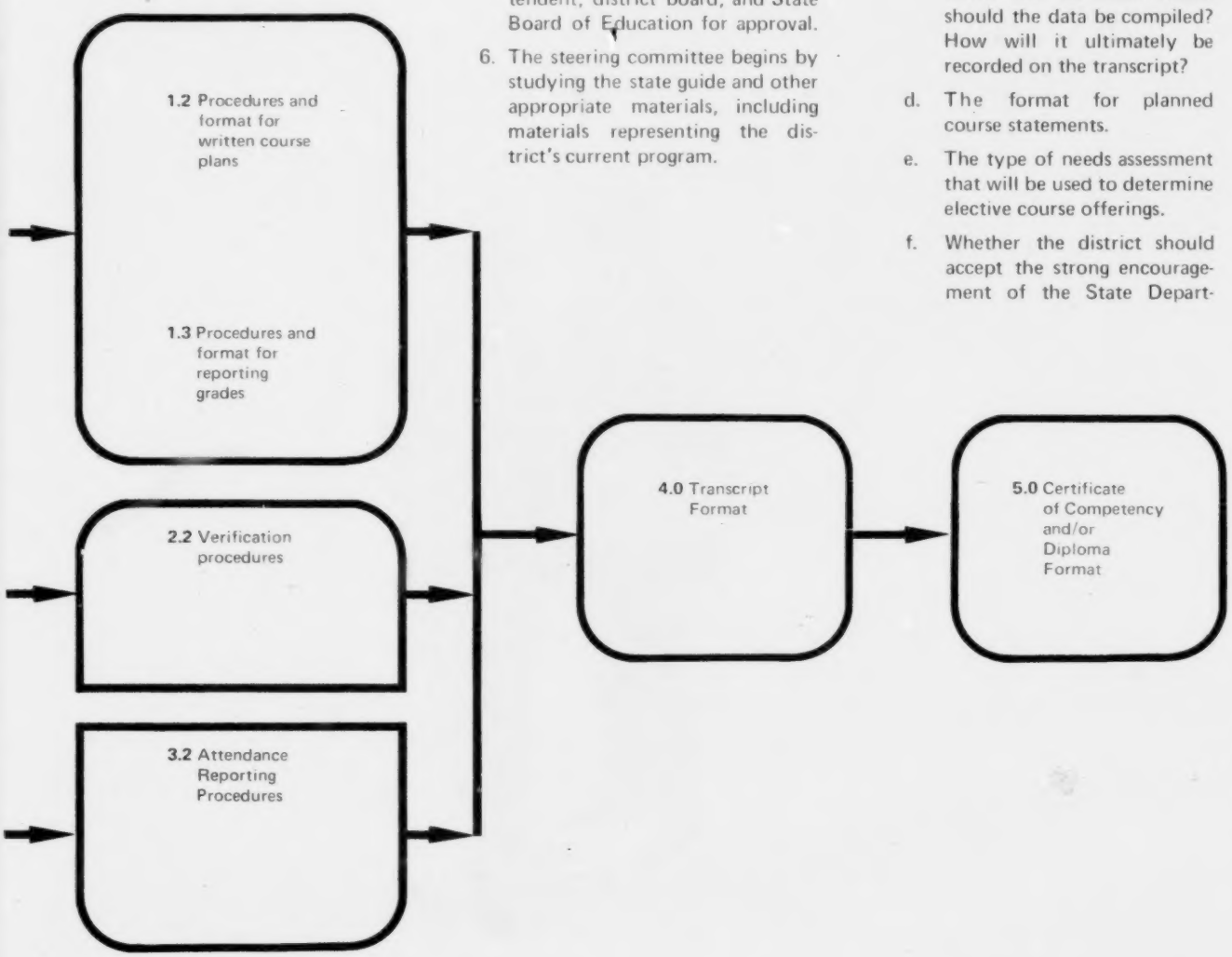

1.0 Credit Requirements (and Course Offerings)
1.1 Credits granted for:
1.11 Required courses
1.12 Elective courses
1.13 Examination in lieu of course work
1.14 Off-campus experience
1.15 Independent study
1.16 Alternative learning experience
2.0 Performance Requirements for Program Completion (Program goals, competencies, performance indicators)
2.1 Assessment measures in:
2.11 Planned courses
2.12 Options to planned courses
2.13 Off-campus programs
3.0 Attendance Requirements
3.1 Criteria for:
3.11 Requiring twelve years of planned educational experiences
3.12 Permitting early graduation
3.13 Requiring delayed graduation

be implemented by August 1974, and remaining components implemented during each of the ensuing three years.

GUIDELINES FOR PLAN DEVELOPMENT

The following steps are suggested for plan development:

1. The superintendent receives and studies the state guide. Based on a preliminary assessment of the work to be done, the superintendent identifies himself, or another, as the planning project manager.
2. The project manager receives his assignment or orientation from the superintendent based on the superintendent's initial assessment.
3. Based on the study of the state guide and local conditions, the superintendent orients the district board regarding projected activities. (Periodic status reports to the district board, staff, and community should also be made as the work of the district progresses.)
4. The project manager and superintendent prepare a budget to cover planning expenses. (A budget for development activities must be prepared later. The budget for development will vary based on the type of options decided upon by the superintendent or the district board.)
5. The project manager selects a steering committee to recommend the plan which will be reviewed by teachers and administrators and submitted to the superintendent, district board, and State Board of Education for approval.
6. The steering committee begins by studying the state guide and other appropriate materials, including materials representing the district's current program.
7. The project manager, who serves as steering committee chairman, identifies the decisions needed and appoints members of the steering committee to investigate each decision area and make recommendations. Matters to be decided include:
   a. New or present courses that will be approved as parts of the required areas of study under the new graduation requirements.
   b. The method to be used in developing and adopting the minimum competencies and performance indicators required by OAR 22-120.
   c. The approach to be used in developing certification of competencies: Who will record the information? What forms will be used? Where should the data be compiled? How will it ultimately be recorded on the transcript?
   d. The format for planned course statements.
   e. The type of needs assessment that will be used to determine elective course offerings.
   f. Whether the district should accept the strong encouragement of the State Depart-


1.2 Procedures and format for written course plans
1.3 Procedures and format for reporting grades
2.2 Verification procedures
3.2 Attendance Reporting Procedures
4.0 Transcript Format
5.0 Certificate of Competency and/or Diploma Format

ment to adopt the one-page addition to its present transcript.

g. The feasibility of including additional pages which more thoroughly outline the student's school competencies and academic record.

h. The feasibility of providing alternatives to existing programs and recommendations for implementation. Options include:

(1) A policy of early or delayed graduation.

(2) Credit by examination.

(3) Off-campus programs.

(4) Independent study.

(5) Certificates of competency.

8. Steering committee members decide whether to work alone or recruit (under the direction of the project manager) subcommittees to aid them in their individual assignments. In either case, their recommendations should be made after consultation with the appropriate members of the district staff, student body, and general public.

The entire steering committee will meet periodically to identify possible problems and to hear progress reports from individual members.

9. The plan is adopted:

a. The steering committee drafts final report to the superintendent.

b. The superintendent modifies, accepts, or requests a redraft of the report.

c. The superintendent prepares the report for board approval.

d. The board accepts, amends, or requests redrafting.

10. The board, upon reviewing and approving the final report forwards it to the State Board of Education.

a. The State Board of Education accepts the report or requests a redraft.

b. Approved plans are returned to the local district.

11. Developmental teams are chosen to carry out activities specified in the implementation plan (e.g., identifying competencies and performance indicators, writing course plans, implementing optional learning activities included in the plan). These activities will vary according to options and timetables selected.

Note: Project managers are cautioned to build time in their planning schedule for printing or duplicating materials and for people to study materials they will be expected to critique or use.

SAMPLE TIMETABLE FOR PLANNING AND DEVELOPMENT 1973-74

This sample timetable suggests an early date for filing the plan for State Board of Education approval. It is also based on the assumption that the district will develop ninth grade components the first year and will follow with similar schedules for the next three years thereafter. The final official date for plan approval is July 1, 1974.

	1973								1974							
	AUGUST	SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER	JANUARY	FEBRUARY	MARCH	APRIL	MAY	JUNE	JULY	AUGUST	SEPTEMBER
STEPS IN PLANNING														
1. Superintendent studies guide and appoints project manager.	X													
2. Superintendent orients project manager.	X													
3. Superintendent orients board.	X													
4. Superintendent and project manager prepare a preliminary budget.	X													
5. Project manager selects steering committee.	X													
6. First steering committee meeting—orientation.		X												
7. Steering committee studies all materials and receives assignments.		X												
8. Steering committee members involve others in working on the major recommendations.			X											
9. Steering committee prepares final report and gains superintendent and board approval.				X										
10. Board secures State Board of Education approval						X								
STEPS IN DEVELOPMENT AND IMPLEMENTATION														
11. Developmental teams begin work on identification of competencies and performance indicators.							X							
12. Identification of competencies and performance indicators completed.									X					
13. Teams develop all other materials necessary as identified in the district plan.										X				
14. Materials for the ninth grade program completed prior to August 1.												X		
15. Materials for ninth grade program are printed and distributed.													X	
16. Implementation begins.														X
17. Development of all other plans continues.														X

GUIDELINES FOR PROJECT MANAGERS

Your leadership position is crucial. You will need time and energy. Your attitude and optimism will set the climate for the process. Consequently, you should examine all of your other responsibilities and "clear the deck."

A project of this nature will require considerable "team work" among staff members, students, and patrons. As project manager, you will need to facilitate that teamwork.

Drafting a budget for the planning stage should be one of your first concerns. The amount of funds needed will depend largely on the extent to which your district develops entirely new materials and procedures. For example, adopting the state guide performance requirements (Option A) would cost less than creating a new system (Option C). (See page 22.)

Another key concern will be the appointment of appropriate personnel to serve on the district steering committee. Some tips offered for your consideration are:

1. Appoint persons who have indicated that they wish to assist in the project.
2. Select members who will represent broad areas of interest and be influential in winning support for the district plan.
3. Keep in mind that an interdisciplinary team may provide the interaction needed to develop an *operational* district plan.

The steering committee is one of the most important groups needed to accomplish the development of a district plan. At least four factors are essential for effective performance by the committee.

1. Its role in the project needs to be clearly defined.
2. Adequate time should be provided for work and study.
3. Adequate fiscal resources should be available.
4. Committee membership should be anywhere from 6 to 15 to have good representation of various interests.

Generally speaking, a common element of all six pilot projects involved in the initial work on the graduation requirements was *frustration* over such things as defining "survival" and "competency," beliefs that timelines were unrealistic, and some real philosophical differences. The project manager should keep in mind that this is an evolutionary process and that adequate time and appropriate leadership are necessary for "hammering out" reasonable solutions to difficult problems.

Outlining the method for certifying student competency was an extremely difficult task for the six pilot projects, and they did not draft an ideal way. While this guide presents several suggested options with alternative techniques, this aspect may still require the most serious effort on the part of your project teams. One brief suggestion may be in order—involve an appropriate number of staff and give them this specific task as their only assignment.

You will save time and energy if you can concentrate on these broad key topics:

- How is the district, in terms of *process,* going to identify minimum competencies and performance indicators and meet the performance requirements in OAR 22-120?
- What procedures will be used by this district to certify competencies?
- What type of record-keeping system is needed to operationalize the records called for in the new standards?

Optional decisions regarding credit by exam, early graduation, off-campus programs, independent study, etc., will of necessity directly involve students, parents, and the school board. Consequently, decisions in these areas may be controversial, and require strong leadership in arriving at decisions acceptable to the entire community. Development of some of these options may be postponed because of time or money constraints. Also, alternatives to a program are sometimes easier to develop after that program is underway.

Remember, this implementation plan can be considered as the first, tentative step and continual revisions will be needed to improve and adjust the district's program.

NEW CONCEPTS

The new graduation requirements introduce some new concepts to school curriculum programming. Concepts such as education for life-long learning, citizenship, personal finance, career development, and health and physical development as separate areas of study, are new. A brief discussion of each is included in this section.

1) Education for life-long learning is viewed as having two major concerns: helping students acquire basic skills and knowledge, plus the ability to apply them to problem solving. It is fairly easy to assign responsibility for teaching basic skills and knowledge, but what program or teacher assumes responsibility for student acquisition of problem-solving skills? The answer is, of course, that every program is equally responsible. (See Section II, page 27.) Even though schools cannot prepare students for all eventualities, they can give them practical experience in trying out their skills and abilities within the framework of problem solving.

2) Citizenship education. *Many* approaches *may* be taken. The object is to allow students to develop the skills and abilities needed to deal with state, local, and national problems at the point of their direct participation. They should know of their rights and responsibilities in local, state, and national arenas. The study of our national and state constitutions, class activities based on the *Government in Oregon Handbook*, and off-campus community internship programs could become the major elements of citizenship education.

3) Personal finance. In this area of study, a separate course of two half-credits courses could be offered, based on the *Personal Finance Education Guide*. Also, existing courses in business, math, home economics, and social studies could be adjusted to provide study in the five major areas outlined in the *Personal Finance Guide*.

4) Health as separate from physical education. In the past, these two

one-credit areas were combined in a single required area of study. The change is more one of emphasis. It represents a commitment to health education as an essential and separate course of study. A new emphasis is created by insuring that full and equal time is devoted to both extremely important areas.

5) Career development and career education. The reader who is current on the subject of career education in Oregon schools is aware of the various programs and alternatives available in this new and growing area.

   Learning survival-level competencies for career development should not be confused with earning one credit in career education. The former is only a portion of the latter. It constitutes the minimum commitment of a district to 100 percent of its students. The one unit of career education is a district program commitment to not *less* than 130 clock hours of instruction for all students in career education in grades 9-12.

   Most career educators agree that a single unit, although a state minimum, falls short of a full career education program. The district plan for career education (filed with the State Department of Education) represents its own unique commitment, and in most cases exceeds the one credit minimum contained in the graduation requirements.

The foregoing levels of program development may or may not necessarily meet federal criteria for reimbursable career education programs. Specific standards for federal reimbursement, and provisions for receiving it, are available from the Career Education Section, State Department of Education.

Finally, in assessing current program offerings, a district must determine which courses or units within them are acceptable for career preparation. Additionally, the potential for using existing (community) resources should be determined.

Any examination of current course offerings leads to discussion of using a "college-bound" or "college-preparatory" course as a road to enhancing a student's career preparation. Simply put, the criteria for whether or not they are acceptable rests with the decisions of the student. If he is taking a combination of these classes as part of preparation for a career choice which requires a bachelor's degree, than the classes taken are appropriate.

THE ROLE OF THE COMMUNITY

The role of community members in the development of realistic performance indicators and performance levels is an important one, and therefore is of real value to a graduation requirements project team. Police know about highway safety, bank tellers deal daily with imbalanced checkbooks and employers know the specific problems that new graduates have entering the employment fields.

A district should, from the beginning, consider involving the patrons of the district in a variety of ways. In addition to advisory committees on performance requirements and levels of measurement, and consultation on electives—a district should keep the public posted regarding the proposed changes and developments.

Members of the community in general, parents, business, labor and governmental groups, and other concerned community members should be informed and appropriately involved.

Media representatives should be urged and aided in providing the community with progress reports.

Obviously, community information is one area where the element of surprise doesn't always lead to victory.

A SAMPLE PLAN

A district may adopt, adapt, or develop a format for reporting its plans for implementation.

The following sample plan may be used. Any locally developed plan would need to provide the information incorporated in this sample plan.

SAMPLE FORM

TRANSMITTAL OF DISTRICT PLAN

TO: Director of Accreditation
State Department of Education
942 Lancaster Drive NE
Salem, Oregon 97310

FROM: _____ Superintendent _____ Board Chairman

_____ District _____ Date of Board Approval

_____ Street Address

_____ City

SUBJECT: Proposed Plan for Implementation of Graduation Requirements in _____ (school district) submitted in response to OAR 22-105 to 22-135.

Herein are identified the activities that this district plans to accomplish. This plan has the approval of the board of _____ (school district) and it is understood that this plan, once approved by the Oregon State Board of Education through the office of the State Superintendent of Public Instruction, will serve as the basis for educational accreditation related to OAR 22-105 to 22-135. This district further understands that pertinent materials related to this plan may be requested by the State Department from time to time and such materials shall be forwarded if requested.

_____ (school district) has developed its plan for graduating the class of 197 (6, 7, 8) and all further classes.

REQUIRED AREAS OF STUDY **(See page 17)**

1. This district has identified the planned courses which will satisfy the required areas of study listed below:

Required Areas of Study	Units	Employing Existing Courses (√)*	Modifying Existing Courses (√)*	Developing New Courses (√)*	Circle Grade Level Where Area of Study is First Offered	Materials will be developed (planned course statements, competency statements where applicable, verification sheets) prior to: (√) 9th Grade Aug. 74	10th Grade Aug. 75	11th Grade Aug. 76	12th Grade Aug. 77
Communications	1				9 10 11 12				
Communications	1				9 10 11 12				
Communications	1				9 10 11 12				
Mathematics	1				9 10 11 12				
Social Science	1				9 10 11 12				
Citizenship Education	1				9 10 11 12				
Laboratory Science	1				9 10 11 12				
Health Education	1				9 10 11 12				
Physical Education	1				9 10 11 12				
Personal Finance	1				9 10 11 12				
Career Education	1				9 10 11 12				

*A district may use any combination of these three methods.

2. By August 1974, a list of all courses (by title only) will be on file in the district and available upon request to the State Department of Education.

REQUIRED AREAS OF STUDY–ELECTIVES
(See page 25)

3. Needs Assessment for Electives

a. This district will develop a plan for assessment of learner needs and will use this to guide decisions to change, modify, or retain electives. Our approach includes:

	Check (✓)
Option A	
Option B	
Option C	

b. This assessment will be carried out:

	(✓)
1. Each year	
2. Each 2 years	
3. Each 4 years	

4. Other _____
(Attach description if needed)

c. The total number of elective courses currently offered by this district in grades 9-12 is: _____

The total number of clock hours is: _____

d. The total number of elective courses available to 9th graders is: _____

e. The total number of elective courses available to 10th graders is: _____

f. The total number of elective courses available to 11th graders is: _____

g. The total number of elective courses available to 12 graders is: _____

PERFORMANCE REQUIREMENTS
(See page 21)

4.a. This district will have identified its goals, competencies, and performance indicators as required in OAR 22-120, prior to August 1974.

4.b. This district plans to identify its survival competencies by employing:

	Check (✓)
Option A	
Option B	
Option C	

PLANNED COURSE STATEMENTS
(See page 33)

5.a. Planned course statements will be prepared and on file for all classes including electives offered to:

	Check (✓)
9th Graders by August 1974	
10th Graders by August 1975	
11th Graders by August 1976	
12th Graders by August 1977	

5.b. The format for this district's planned course statements will be comparable to:

	Check (✓)
Option A	
Option B	

VERIFICATION FORMS
(See page 31)

6. Verification forms will be developed for all classes in which survival-level goals, competencies, and performance indicators have been placed. These forms will be developed for courses available to:

	Check (✓)
9th Graders prior to Aug. 1974	
10th Graders prior to Aug. 1975	
11th Graders prior to Aug. 1976	
12th Graders prior to Aug. 1977	

METHOD OF CERTIFYING COMPETENCY
(See page 27)

7. This district will certify competencies by relying on:

	Check (✓)
Option A	
Option B	
Option C	

TRANSCRIPT AMENDMENT
(See page 37)

8.a. In addition to information provided on its present transcript, the district will report competencies for survival on the form recommended by the State Department of Education.

Yes (✓) ☐ No (✓) ☐

8.b. If above answer is no, please attach the form that will be employed in the district.

DISTRICT OPTIONS
(See page 39)

9.a. This district will:

	Yes (✓)	No (✓)	Projected Date, if Available
1. Allow credit for off-campus experiences			
2. Allow credit for college courses			
3. Allow credit for independent study			
4. Allow credit for work experience			
5. Allow credit by examination, waiving required courses, but not awarding credit.			
6. Allow credit by examination, waiving required courses and awarding credit.			
7. Waive some on-campus attendance requirements			
8. Offer programs longer or shorter than four years			
9. Require pre-tests for entering ninth graders.			
10. Award certificates for competency			
11. Exceed:			
a. Minimum course offerings			
b. Clock-hour specifications			
c. Specified competency categories			
d. Required units of elective credit			
e. Credit requirements			

9.b. This district will write policies, procedures, and regulations concerning options identified above, prior to their use.

IMPLEMENTATION SCHEDULE

10. The district will be prepared to offer this program in full for all graduating classes beginning with the class of:

	Check (✓)
1976	
1977	
1978	

REQUIRED AREAS OF STUDY

Credit Requirements For High School Program Completion 22 115

(1) Each student is required to earn a minimum of 21 units of credit in grades 9-12.

(2) Credits shall be earned in the following required areas of study.

(a) Communication Skills 3 units of credit

(b) Mathematics 1 unit of credit

(c) Social Science 1 unit of credit

(d) Citizenship Education 1 unit of credit

(e) Laboratory Science 1 unit of credit

(f) Health Education 1 unit of credit

(g) Physical Education 1 unit of credit

(h) Personal Finance 1 unit of credit

(i) Career Education 1 unit of credit

(j) Electives 10 units of credit

(3) A district school board may establish additional credit requirements beyond the minimums listed.

RELATING CREDIT REQUIREMENTS, COURSE OFFERINGS, AND PERFORMANCE REQUIREMENTS

The new standards call for a district to provide instruction in the *ten* required areas of study listed on page 17.

As used in 22-115, a required area of study should provide planned instruction aimed at assisting students to become life-long learners and to acquire the competencies needed to survive in a modern society and to function effectively when confronted with situations in life which call for the ability to:

Communicate effectively –including, but not limited to, competencies necessary to read, listen, analyze, speak, and write.

Apply mathematics –including, but not limited to, competencies necessary to compute, using the basic processes.

Function as a citizen –including, but not limited to, competencies necessary to function effectively and responsibly as a citizen in the community, state, and nation, in interaction with the environment, and on the streets and highways.

Understand society–through a study which includes, but is not limited to, history, geography, economics, political science, anthropology, sociology, and social psychology.

Employ scientific knowledge–including, but not limited to, competencies necessary to understand basic scientific and technological processes.

Demonstrate a knowledge of mental health–including, but not limited to, compentencies necessary to develop and maintain a healthy mind.

Demonstrate physical fitness–including, but not limited to, competencies necessary to develop and maintain a healthy body.

Function as a consumer–including, but not limited to, competencies necessary to function as a consumer of goods and services.

Prepare for a career–including, but not limited to, competencies necessary to function effectively within a career cluster or broad range of related occupations.

Function as an individual–including, but not limited to, competencies necessary to develop the personal, social, career and post-high school educational and humanities needs of students.

The new graduation requirements do not identify specific areas of subject matter with the same specificity as has been evident in the current requirements. This broader focus allows a district greater flexibility in offering the student alternative means of earning units of credit. In order to offer a

required area of study, a district must provide 130 clock hours of instruction in one or more courses for that area. That course (or combination of courses) should contain instruction toward developing competencies for survival and the necessary additional instruction for completing overall course requirements.

For example, the mathematics area could contain basic math courses or alternatives based on special student interests like business math or advanced math courses. The criteria for course offerings would be:

1. Do the offerings, taken singly or in combination, allow a student to develop survival competencies and earn an appropriate number of credits?
2. Has the student received 130 clock hours of instruction or obtained an appropriate waiver?
3. Does the course or combination of courses prepare a student for life roles as defined by the local district board?

Within this general framework, a district retains much flexibility.

It should be noted that three new required areas of study have been incorporated in the new standards—citizenship education, personal finance and career education. A district has at least three ways to offer these three new required areas. Districts are encouraged to review existing courses before considering the development of new ones. Also, a district may choose to develop a specific course. For example, a district may use the recently adopted *Personal Finance Guide* as the basic foundation for offering a course in that required area. Or, a district may choose to designate a combination of courses as being sufficient to satisfy the unit requirement for personal finance. In any of the three ways described above, a district would need to identify clearly which course or combination of courses a student must complete to be awarded credit for each required area—citizenship education, personal finance, career education and the remainder of the specified required areas of study.

In addition to the 11 units of credit needed in the specifically named areas of study, a student must earn ten units of credit in electives. It should be pointed out that a district school board may establish additional credit requirements beyond the minimum required 21 credits.

PERFORMANCE REQUIREMENTS FOR PROGRAM COMPLETION

Performance Requirements For Program Completion 22-120

(1) Each student's transcript of record shall indicate the degree to which he or she has demonstrated the knowledge and skills necessary to function in the following areas:

(a) Personal Development.
Each student shall demonstrate competencies necessary to:

(A) Read, listen, analyze, speak, and write.

(B) Compute, using the basic processes.

(C) Understand basic scientific and technological processes.

(D) Develop and maintain a healthy mind and body.

(E) Develop and maintain the role of a lifelong learner.

(b) Social Responsibility.
Each student shall demonstrate the competencies required to function effectively and responsibly:

(A) As a citizen in the community, state, and nation.

(B) As a citizen in interaction with his or her environment.

(C) As a citizen on the streets and highways.

(D) As a consumer of goods and services.

(c) Career Development.
Each student shall demonstrate competencies required to function effectively within a career cluster or broad range of occupations.

(2) The local district board shall identify the performance indicators it is willing to accept as evidence that individual students are equipped to survive in the society in which they live. All competencies need not be developed by each student within the schooling process. Schools shall provide the necessary instruction for those who need it. Schools will determine student progress toward development of these competencies, and such determination can be made during the normal operation of the school program. Extensive testing programs or testing days are not required.

GUIDELINES AND MODELS FOR IDENTIFICATION OF SURVIVAL COMPETENCIES

Using the models in Sections II, III, and IV, school districts can delineate the minimum level of competencies which will be required of its students as a part of their total school programs. This is the survival-level portion of a district's program. Students may be expected to achieve competencies far beyond those outlined in this document; many will function at the survival level when they enter the secondary program.

Your district may choose from among three general approaches in the development of its survival-level curriculum:

Option A: To adopt the program goals, competencies, and performance indicators presented in Sections II, III, and IV of this guide as a beginning step for planning related instruction.

Option B: To adapt the model statements, making desired alterations, additions, or deletions in accordance with the district's educational philosophy.

Option C: To develop different goals, competency requirements, and performance indicators which more nearly express the community's definition of what the outcomes of a "survival level" education should be.

The State Board of Education has established three major areas of public school responsibility in terms of developing survival-level competencies.

Personal Development Education. The State Board has said that to survive and grow as an individual it is necessary to have:

1. Basic skills—reading, writing, computing, listening, speaking and analyzing.
2. Understanding of scientific and technological processes.
3. Ability to develop and maintain a healthy mind and body.
4. The skills, confidence, and interests to remain a lifelong learner.

Social Responsibility Education. Good citizenship, as defined in the graduation requirements, means ability to behave responsibly:

1. As a participant in community, state, and national government.
2. In personal interactions with the environment.
3. On the streets and highways.
4. As a consumer of goods and services.

Career Development Education. To survive and advance in any career area, students should develop:

1. Good work habits.
2. Positive attitudes toward work.
3. Ability to maintain good interpersonal relationships.
4. The ability to make appropriate career decisions.
5. Entry-level skills for their chosen career fields.

STRUCTURE OF THE MODELS

Levels of complexity and terminology of the models presented in this guide parallel those of the Tri-County Course Goals Project.* Program goals are stated at the same level of generality, and competencies are, in effect, course goals. The following chart illustrates this relationship. Therefore, districts can use both models in developing local goals.

Graduation Requirements Model Terminology	Tri-County Model Terminology	Level of Complexity
Program Goal	Program Goal	The student is able to correctly apply the conventions of English grammar and usage in speaking and writing.
Competency	Course Goal	The student is able to use appropriate singular and plural verbs with corresponding singular and plural subjects.
Performance Indicator	Behavioral Objective (measurement, diagnosis, instruction)	Given 20 sentences, ten with plural subjects and ten with singular subjects, the student will identify the correct number form of the verb (is, are).
Method for Certifying Competency	Performance Objective or criterion referenced test item (measurement)	Given 20 sentences, ten with plural subjects and ten with singular subjects, the student will identify the correct number form of the verb (is, are) with at least 90 percent accuracy.

*For copies of the Tri-County Course Goals Project materials, contact: Jack Allen, Director, Department of Curriculum, Multnomah County Intermediate Education District, PO Box 16657, Portland, Oregon 97216.

PERFORMANCE INDICATORS

A performance indicator is a description of student behavior which takes place within a prescribed setting. When a student is able to perform in certain specified ways, the teacher may assume that he has achieved the desired competency. The following example illustrates the relationship of the performance indicator to a competency and program goal:

Program Goal: Students will be able to behave in a responsible manner when involved in traffic as pedestrians.

Competency (Course Goal): Students can distinguish between safe and unsafe apparel for pedestrian travel.

Performance Indicator: Given a list of colors and types of clothing, the student will identify those considered safest for pedestrian use in various conditions of weather and illumination.

Represented graphically, the relationship of performance indicators and goals looks like this:

1. The *statement of performance* describes what the student will be doing: it suggests observable student behavior.

   "... student will identify the safest colors and clothing types ..."

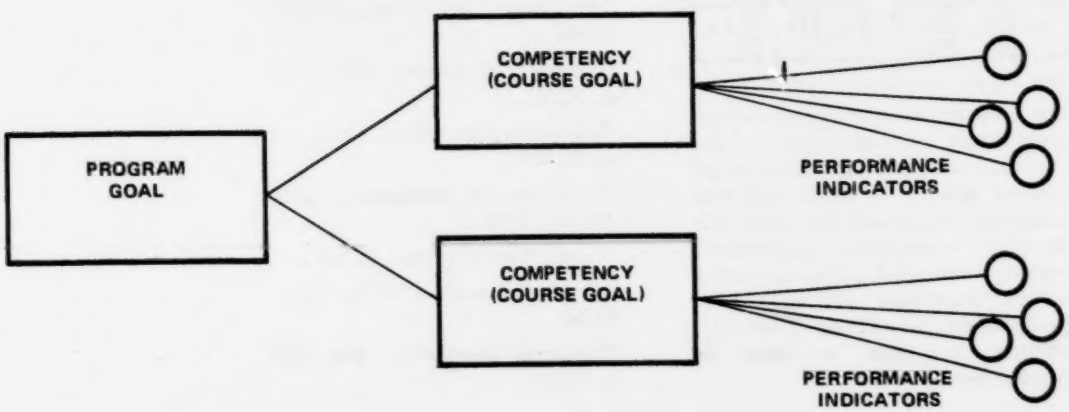
2. The *referent condition(s)* describes under what circumstances the student will perform; it often implies a learning activity.

   "... given a list of twenty colors and types of clothing ..."

A performance indicator is composed of two parts:

Life teaches us that there is more than one way to be competent. The district that allows for individual differences among students by providing more than one set of performance indicators and more than one learning setting in which to receive information and training will be allowing students a fuller opportunity to develop the competencies they need.

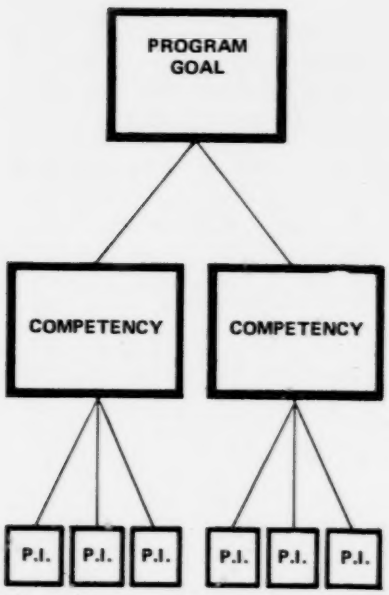
Students in the current generation are often described as "experience poor;" they are more likely to read about an activity, or see it on television, than to actually perform it. Assuming facilities and equipment are available, the students may learn best from "hands on" activities. For example, if the student is to demonstrate skills in riding a bicycle, obviously the learning activity should include the use of a bicycle. In such cases it would be unfair to pass judgment on a student's *manual skill* by means of a written essay or oral description. The thing to be performed in this case should be the *manual skill,* not the ability to read, write, or speak clearly. Other performance indicators do not demand direct student involvement. For example, if a student is expected to be able to identify the safest colors and types of clothing for pedestrian use, it would not be necessary for him to actually *wear* or *see* the clothing; a picture might suffice.



RELATING REQUIRED COMPETENCIES TO LEARNING ACTIVITIES

In order to give all students the opportunity to achieve each goal as they progress through grades 9-12:

1. The project manager or team leader(s) should ask teachers of required courses to identify the program goals, competencies, and performance indicators for which they will accept responsibility. Adopted competencies and performance indicators might be displayed and teachers asked to discuss and remove from the display performance indicators (P.I.) which fall within the scope of their course content.
2. Teachers should then be asked to prepare planned course statements as defined in the *Administration-Management Guide,* and to include appropriate learning activities.



This diagram represents a "model" display.

The program goals, competencies and performance indicators listed in the curricular components of the guide are *samples only.* It is anticipated that educators throughout the state will develop additional performance indicators which are appropriate to the unique orientation and abilities of their students. As indicated previously, districts may adopt, or adapt, or develop new materials.

MODELS FOR COMPETENCY DEVELOPMENT

In addition to the models included in Sections II, III, and IV of this guide and the Tri-County Course Goals Project models cited previously, the six pilot projects which dealt with the Minimum State Requirements for Graduation issued reports containing many sample program goals, competencies, and performance indicators. Districts may wish to contact the following project directors for copies of their reports (available at cost):

Erwin Juilfs, Director of Education, Eugene School District 4J, 200 North Monroe Street, Eugene, Oregon 97402

Chuck Porfily, Director, Career Education, Lebanon High School, 60 Main Street, Lebanon, Oregon 97355

Jerry Killingsworth, Director of Curriculum, 475 S Alameda, Klamath Falls, Oregon 97601

Earl Anderson, Director, Metropolitan Administrative Service Center, 220 SE 102nd, Portland, Oregon 97216

Eldon Blanford, Principal, McKenzie High School, Finn Rock, Oregon 97401

Don Bunyard, Curriculum Vice-Principal, Marshfield Senior High School, Coos Bay, Oregon 97420

Other resources include the following materials available from the Documents Clerk, State Department of Education, 942 Lancaster Drive NE, Salem, Oregon 97310.

Career Cluster Curriculum Guides

**Accounting Occupations,* 1973, 227 p., $2.50

**Agriculture,* 1970, 150 p., $2.50

**Building Construction,* 1972, $2.50

**Clerical Occupations,* 1970, 134 p., $2.50

**Electricity-Electronics,* 1969, 149 p., $2.50

**Food Services Occupations,* 1970, 163 p., $2.50

**Forest Products,* 1972, $2.50

**Health Occupations,* 1970, 153 p., $2.50

**Industrial Mechanics,* 1969, 188 p., $2.50

**Marketing,* 1970, 170 p., $2.50

**Metals,* 1969, 181 p., $2.50

**Steno-Secretarial,* 1970, 91 p., $2.50

Social Responsibility

**Environmental Encounters:* A handbook for environmental education in Oregon, 1973.

**Government in Oregon:* Teacher's resource handbook on state and local government, 1971. $3.

**Personal Finance Education Guide,* 1972. $2.

***Your Chance to Live,* (Grades 7-12), a no-cost survival and safety program. Contact Wendell Curry, Emergency Services and Defense Civil Preparedness Specialist, State Department of Education.

NEEDS ASSESSMENT FOR ELECTIVES

Developing Appropriate Electives and Additional Course Offerings Beyond State Minimums **22-130**

Local districts shall develop elective offerings which provide students the opportunities to earn a minimum of 10 elective units of high school credit. The development of these electives shall be structured in terms of the personal, social, career, and post-high school educational needs of students. Vocational, scientific, fine arts, modern language, and humanities needs of students shall be assessed in developing appropriate electives. Local districts are encouraged to provide varied experiences in the fine arts and humanities.

NEEDS ASSESSMENT OPTIONS

The graduation requirements call for the development of some form of assessment of student needs as a prerequisite to identifying the necessary changes, if any, in elective offerings of the districts. Although a district may ultimately decide to develop and fund a very thorough and complete assessment system, all districts will not be in a position to do so at present. Consequently, the following three approaches, separately or in combination, are suggested as appropriate methods of responding to OAR 22-130.

Option A: At this level, a district would continue to use its present forecasting as one means for collecting information regarding elective offerings. In addition, the district would obtain information through group meetings involving other sections of the educational community. For example, group meetings would be held for students, parents, and staff. These meetings could be separate or joint. Their purpose would be to discuss the current elective offerings and to ask for additional input regarding possible changes. The information gathered would be used as an aid in determining elective offerings.

Option B: A district could gain a picture of student, staff, and community opinion through the use of questionnaires distributed to a random sample of the community and school populations. Results would be analyzed and from this information a district would be able to determine the appropriate elective offerings applicable to the local situation.

Option C: A district could gather opinions on elective offerings through in-depth interviews with a limited number of members of the staff, student body, and community.

It should be stressed that any data generated should guide but *not* control district decisions about elective offerings. Decisions about electives to be offered require a balancing of student needs and district resources.

METHOD FOR CERTIFYING COMPETENCY

Performance Requirements For Program Completion 22-120

(2) The local district board shall identify the performance indicators it is willing to accept as evidence that individual students are equipped to survive in the society in which they live. All competencies need not be developed by each student within the schooling process. Schools shall provide the necessary instruction for those who need it. Schools will determine student progress toward development of these competencies, and such determination can be made during the normal operation of the school program. Extensive testing programs or testing days are not required.

OPTIONS FOR CERTIFYING COMPETENCIES

Once a district has developed its goals, competencies, and performance indicators, it is ready to work on the question of certifying student competency. As in other sections of this guide, a district may wish to consider any combination of the following options:

Option A: This approach would emphasize certifying student competency within the framework of activities occurring in the classroom. Professional staff members would be responsible for verifying demonstrated competency on results obtained from classroom assessment activities. Such assessment measures would necessarily be limited to teacher-prepared tests or demonstrations that could take place in a classroom or laboratory.

Option B: This approach would involve the use of standardized achievement tests, observation of competency demonstration (driving a car), certification by a review team (class president chairing a meeting), and countless other ways outside the classroom but still on campus.

Option C: This approach would provide for certifying student competency demonstrated in off-campus work or internship experiences, or student competency acquired outside the direct schooling process.

In addition, districts should consider the following:

1. Who will certify?
2. How will it be done?
3. In what locations?
4. Who will set the success level and by what means?

Who will certify? Traditionally, the classroom teacher has applied his professional judgment, tested student performance, and then given some kind of grade or evaluative comment. In addition, a district may wish to assign members of the staff to test student performance on campus but not necessarily in the classroom. These could be survival competency tests, and credit-by-examination tests. Also, if a district developed off-campus settings for certifying competencies, designated members of the community could certify students. Such evaluators might be supervisors of students working for credit in community agencies and government offices. Employers could certify work experience students. Students passing official examinations for driving, civil service employment, apprenticeships, etc., could be allowed to apply their scores toward earning competency certification or credit, provided district policy so stated.

How will it be done? This question is both simple and elusive. A music teacher can listen to a soprano solo and, applying a complex series of tests simultaneously, can attest to the ability of the soloist. Many performances of students are of this type: essays, speeches, gymnastics, dramatic roles, foreign language recitations; the list is endless. A district has a staff of trained professionals and in many cases certifying student performance can be a matter of teacher judgment. Also, the district may wish to go a step further and ask the teaching staff to put the variables of judgment into writing. The use of a form has advantages: it gives the student advance notice of what is expected of him—what his evaluator is looking for. It explains to other teachers (if used district-wide) the performance expectations of their colleagues. Counselors, students and parents can study these materials, along with planned course statements, for forecast purposes.

All variables cannot be reduced to writing; a form is only a partial statement. It can identify minimum levels, but upper limits cannot always be clearly stated. If a district tries to reduce all nuances and relationships to criteria on evaluation forms, it may exclude some of the *most valuable* aspects of teaching and learning. Describing measurement of cognitive ability is easy compared to describing psychomotor and affective behavior measurements. Simply put, most things that can be measured can be taught and learned. Many things are somehow taught and learned that still defy measurement.

In addition to general professional judgment and criterion-based measures, there are also standardized tests. Some of these can be helpful to a district. The caution here is to make sure that what these tests measure is in fact what needs to be known about how well the student will do, presently and in later life.

In what locations? The locations for testing are important. It has been said that young people today are information-rich and experience-poor. Never have a group of students been deluged with so much information from radio, television, printed materials and recordings. By contrast, this generation has had fewer chances to apply skills in real settings than their 1920 counterparts. With this in mind, the locale becomes important. The classroom setting allows for control, correction, and protection of the beginner. Action can be stopped, corrected and discussed—the learner risk is low. These conditions are often less than realistic. Role-playing and simulation activities heighten the reality level and experiential quality of the learning.

The second setting is on-campus independent study. Here the learner works away from the teacher and returns for periodic consultation. Greater independence is achieved, trial and error is encouraged, and the learner has a more realistic setting—more risks, also. Off-campus supervised activities in community settings have a potentially higher reality level. Students work in on-the-job, community or government office settings. Their performances are continuous, related, and quite often carry with them responsibility to produce usable goods and services. They contact people who are doing the work of the society. Many intangible values are available in this experience-rich setting.

Who will set the success level for student performance and by what means? Once a district has identified its list of performance requirements (goals, competencies, and performance indicators for survival in society), it must make some judgments regarding level or quality of performance. For example, a performance indicator that calls for doing simple arithmetic problems is not complete until someone identifies (1) how many problems must be completed, (2) how quickly, and (3) how accurately. It is a simple matter to assert that ten addition problems will be completed in four minutes and that the student shall get at least nine out of ten correct. Reading can be related to rate and comprehension. It can be asserted that a student shall read "7th grade level material at 200 words per minute with 80 percent comprehension as determined by passing a twenty-question multiple choice test over the selection."

In both arithmetic and reading, the point is lost if a cause-and-effect relationship is not drawn between that exercise and what life will require of the student in society. Can a student balance a checkbook using the math skills; can he understand the local newspaper, or an instruction sheet, or a label on a bottle of prescription medicine? This is where community members can be of great help. Insurance men, welfare and social workers, government clerks, bank tellers, and many others meet and work with the graduates of American schools. Going over the levels of performance with members of the community will aid greatly in making them (and the performance indicators) more relevant to life roles. In addition, it opens or keeps open communication between the school and community. It is a means of obtaining consultant aid and also is a vehicle for informing the public of what the school is doing. Regardless of whether the performance takes place in class, on-campus, or in the community, reality of evaluator expectation, based on discussion with community members, is necessary.

A set of performance requirements is not complete unless a student can use them to answer all of the following questions:

1. What is my goal?
2. What are the competencies that I must possess if I am to demonstrate that I have probably achieved that goal?
3. What are the tasks I must perform as an indication that I am probably competent in the area under study? (Questions 1, 2, and 3 are answered when the district list of goals, competencies, and performance indicators is completed.)
4. What are the minimum indicators of *successful* performance? (For example, how quick, how much, how accurate, how sophisticated, or how detailed must I be in performing?)
5. Who in the learning environment will be allowed to certify my performance (teachers, employers, community service intern supervisors)?
6. Where will I be allowed to demonstrate my ability to perform (in class, on-campus, through independent study, off-campus in government service internships, work experience, reserve military service)?
7. What sort of activities will be designed to test my ability to perform? Test of knowledge? Test of skill? (Tests that allow me to perform the actual activity, simulate it, role play, talk about, read about, or write about it?)
8. What relationship is there between my studies and the work I will be doing as an individual, a citizen, consumer, or producer, now and in later life?

No discussion of this critical area is complete without the following word of caution. Certifying competencies is a dynamic process. All first efforts will probably be rough and incomplete. Adjustments, additional definitions, and discussion have to occur if the certification is to be dynamic and performance levels realistic. Students can be of great help. Their comments, continued discussion with the community, and interdisciplinary staff discussion (secondary, elementary, community college, university) are all helpful. It is not as important to be 100 percent on target as it is to be *in pursuit* of the goals. This means that strict and arbitrary accountability standards for students, teachers, and administrators will probably stifle rather than encourage the process. Because this is an ongoing process, what seems appropriate for the class of 1978 will have to be reviewed as time goes on. When an activity or approach is in doubt, check with others and raise these questions:

1. Will this help students prepare for life?
2. Is this reasonable to expect from administrators, teachers, and students?
3. Does it make sense?
4. Is there an easier way?

After all is said, reasonable decisions are made by concerned individuals working together for students and the community.

METHOD FOR VERIFYING COMPETENCIES

22-120

(2) The local district board shall identify the performance indicators it is willing to accept as evidence that individual students are equipped to survive in the society in which they live. All competencies need not be developed by each student within the schooling process. Schools shall provide the necessary instruction for those who need it. Schools will determine student progress toward development of these competencies, and such determination can be made during the normal operation of the school program. Extensive testing programs or testing days are not required.

Minimum competencies must be identified and located in the required curriculum. Some means must be devised for verifying that a student has met the required competencies assigned to a curricular area or course.

A verification sheet should be devised for each required course containing required competencies. The teacher or other person designated as responsible for verification must sign the sheet at the time the evaluation is made. The sheet should be kept on file in the principal's or clerk's office and used as a reference in completing the student's transcript.

A sample verification sheet is shown on page 32.

SAMPLE

PERFORMANCE VERIFICATION FORM*

Instructor Signature _____

Date _____

Student _____ _____ _____
Last First Middle Initial

Grade Level 9

Course Communications I Teacher _____

Area Personal Development

Sub-Area Communication

Competency	Performance Indicator		Checkmark Indicates Completion
1.1.1 The student can summarize and interpret the content of an oral presentation.	1.1.1.2	The student: after listening to a short story, *will identify the sequence of events and express the main idea of the story.*	_____
1.1.2 The student can make responses to oral conversations.	1.1.2.1	after listening to a set of directions, *will repeat or write the steps in sequential order.*	_____
1.2.1 The student can use the mechanics of speaking to be understood by an audience.	1.2.1.1	given a short selection, *will read aloud so that he can be understood throughout the classroom.*	_____
1.2.2 The student can phrase questions and formulate comments.	1.2.2.2	given a simulated situation, *will answer questions asked by a person roleplaying in such positions as a credit manager, banker, teacher, tax consultant, employer, policeman, or librarian.*	_____
1.3.1 The student can identify and use main ideas, supportive details and sequential relationships at a literal and critical level in selections of common fiction and nonfiction.	1.3.1.3	given a paragraph containing statements of fact and statements of opinion on his school, *will distinguish between those statements which are fact and those which are opinion.*	_____
1.3.2 The student can identify appropriate sources: locate, extract, and apply pertinent information found in these sources.	1.3.2.2	given a list of name topics, *will be able to locate and identify resources, materials.*	_____
1.4.1 The student can write legible passages containing correct punctuation, proper use of capital letters, acceptable spelling and correct sentence structure.	1.4.1.4	given a topic, *will write a paragraph containing no sentence fragments or run-on sentences.*	_____
1.4.2 The student can organize sentences and paragraphs that will give directions, report and describe, and support an opinion.	1.4.2.2	after viewing a film of an automobile accident, *will write an accident report.*	_____
5.6.1 The student can apply skills, knowledge and understandings to arrive at solutions to problems.	5.6.1.1	given a problem situation (i.e., highway accident, loss of job at middle age, etc.**), *will participate as a role-player and demonstrate his ability to arrive at a solution, evaluate the results, and reaffirm or amend the original solution.*	_____

*This sample contains one performance indicator per competency. The actual number of performance indicators per competency is a district decision.

**Other suggested simulated situations: jury duty, forced retirement, divorce, receiving an unexpected legacy.

PLANNED COURSE STATEMENT

Definition of Terms **22-105**

(2) Planned Course

A planned course shall consist of a course title, goals to be achieved, general course content, expected learning activities, procedures for evaluation, and anticipated learner outcomes in terms of skills, knowledge and values. Planned courses in two or more required areas of study may be combined for instructional purposes with appropriate units of credit granted and recorded for each course,

A planned course statement must be on file for each course in the curriculum. Students may be given copies of planned course statements as a guidance tool.

Each district determines the content and requirements for individual courses. A sample planned course statement is provided for adoption, adaption, or guidance in developing a form more relevant to local program requirements.

It is suggested that planned course statements be composed of two parts: (1) general course requirements and (2) survival course requirements. A course that contained no "survival" competencies would only require part one.

SAMPLE FORM

PLANNED COURSE STATEMENT

General Course Requirements
Part I

Course Title: Communications I

Credit awarded: 1/4 1/2 3/4 (1) (circle one)

Grade level first offered: (9) 10 11 12 (circle one)

Required area of study: Communications

Elective offering: yes (no) (circle one)

Course Goals:

(The course goal consists of a series of statements identifying the learning outcomes being sought.)

Example:

1. The student will write an explanatory theme.

General Course Content:

(The general course content is a description of the specific content to be studied during the course.)

Example:

1. The sentence
2. Grammatical usage
3. Punctuation
4. Capitalization
5. Spelling
6. Penmanship
7. The paragraph
8. Organizational patterns

Learning Activities:

(A list of all the learning activities in which students will be involved.)

Example:

1. Writing practice
2. Group work
3. Analysis of newspaper articles, guest speakers

Anticipated Learner Outcomes:

(Anticipated learner outcomes are the general outcomes which need to be met to earn a *passing grade* and thus credit toward graduation.)

Example:

1. The student will be able to write a legible (200)* word paper on his anticipated career with only (minor)* errors in paragraph form (two)* sentence faults, (five)* spelling errors, (four)* punctuation errors, and (four)* capitalization errors.

Procedures for Evaluation:

(The procedures for evaluation are the methods used to determine the overall course grade and thus credit toward graduation.)

The grade will be determined by the teacher based on classroom activities such as testing, student writing, and observation. The assigned grade will be recorded on the appropriate form and forwarded to the office.

*Optional, depends upon individual district determination.

SAMPLE FORM

PLANNED COURSE STATEMENT*

Survival Course Requirements
Part II

Course Title: Communications I

Credit awarded: 1/4 1/2 3/4 (1) (circle one)

Grade level first offered: (9) 10 11 12 (circle one)

Required area of study: Communications

Elective offering: yes (no) (circle one)

Course Goals:

LISTEN

The student:

1.1.1 can summarize and interpret the content of an oral presentation.

1.1.2 can make responses to oral conversation (i.e., follow directions, ask relevant questions, make contributions).

*This sample lists only one performance indicator (outcome) per competency (course goal). A district may of course increase or decrease the number of competencies and performance indicators depending on the district's definition of minimums in this area.

SPEAK

1.2.1 can use the mechanics of speaking to be understood by an audience.

1.2.2 can phrase questions and formulate comments.

READ

1.3.1 can identify and use main ideas, supportive details and sequential relationships at a literal and critical level in selections of common fiction and nonfiction.

1.3.2 can identify appropriate sources: locate, extract and apply pertinent information found in these sources.

WRITE

1.4.1 can write legible passages containing correct, common punctuation, proper use of capital letters, acceptable spelling and correct sentence structure.

1.4.2 can organize sentences and paragraphs that will give directions, report and describe, and support an opinion.

LIFE-LONG LEARNER

5.6.1 can apply skills, knowledge and understandings to arrive at solutions to problems.

General Course Content:

The sentence, paragraph, punctuation, spelling, capitalization, organization patterns, short fiction and nonfiction, speech, library use, resource materials, problem solving.

Learner Activities:

Oral presentations, discussion, role playing, library visitations, use of texts or teacher prepared materials, reading, writing, watching audiovisual presentation, individual projects, group work, field trips.

Anticipated Learner Outcomes:*

(The anticipated learner outcomes are the specific survival levels necessary to obtain *minimum competency approval.)*

LISTEN

1.1.1.2 after listening to a short story, will identify the sequence of events and express the main idea of the story.

1.1.2.1 after listening to a set of directions, will repeat or write the steps in sequential order.

SPEAK

1.2.1.1 given a short selection, will read aloud so that he can be understood throughout the classroom.

1.2.2.2 given a simulated situation, will answer questions asked by a person role-playing in such positions as a credit manager, banker, teacher, tax consultant, employer, policeman, or librarian.

READ

1.3.1.3 given a paragraph containing statements of fact and statements of opinion on his school, will distinguish between those statements which are fact and those which are opinion.

1.3.2.2 given a list of name topics, will be able to locate and identify resource materials.

WRITE

1.4.1.4 given a topic, will write a paragraph containing no sentence fragments or run-on sentences.

1.4.2.2 after viewing a film of an automobile accident, will write an accident report.

LIFE-LONG LEARNER

5.6.1.1 given a problem situation, will participate as a role-player and demonstrate his ability to arrive at a solution, evaluate the results, and reaffirm or amend the original solution.

Procedures for Evaluation:

Competency will be certified by teacher judgment based on classroom activities such as testing, student writing and observation. The teacher will record the completion of survival competencies on the verification form and will forward this form to the office.

TRANSCRIPT AMENDMENTS, DIPLOMAS, AND CERTIFICATES OF COMPETENCY

Performance Requirements For Program Completion 22-120

(1) Each student's transcript of record shall indicate the degree to which he or she has demonstrated the knowledge and skills necessary to function in the following areas:

(a) Personal Development
(b) Social Responsibility
(c) Career Development

Diplomas and Certificates of Competency 22-110

(1) A diploma shall be granted upon successful completion of all required state and local school district program units of credit, demonstrated performance, and fulfillment of attendance requirements.

(2) A certificate which identifies acquired competencies may be awarded to those students who have met some, but not all of the requirements for the diploma, and have chosen to end the formal school experience.

TRANSCRIPT AMENDMENTS

A school district will need to amend its present transcript to satisfy specific changes called for in the new standards. For example, in addition to information on the current transcript concerning credits and attendance, the new transcript must contain information outlining the achievement of competencies for survival.

Information regarding student achievement of survival competencies gathered on the verification forms described earlier should be entered on the reverse side of the current transcript.

The sample Student Performance Record on this page is the recommended transcript form for recording the completion of survival competencies.

DIPLOMAS AND CERTIFICATES OF COMPETENCY

A certificate of competency *may* be awarded to students who have demonstrated all or some of the required competencies, or who discontinue their schooling early and are not eligible for a diploma.

For students who have chosen to end the formal schooling experience before earning a diploma, a district may design a certificate to be issued in lieu of or in addition to a diploma. It may decide simply to issue a copy of the student's transcript which identifies competencies achieved.

No changes in district diplomas are required. The components of the diploma awarded under the new graduation requirements are illustrated on page 6.

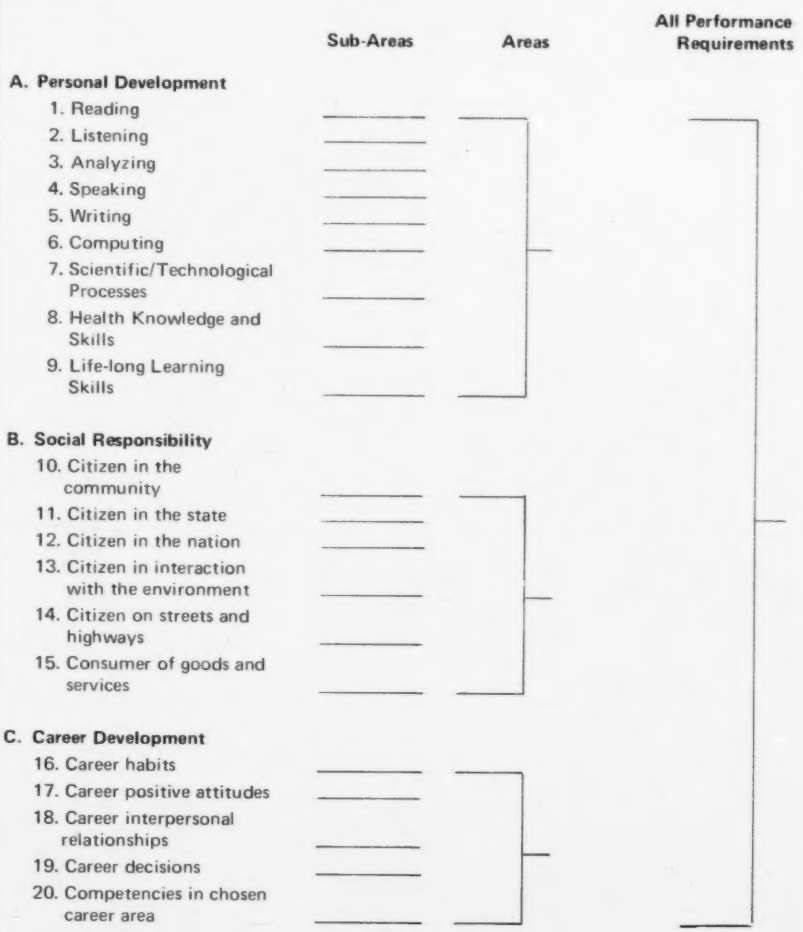
These requirements do not preclude traditional provisions for sensory impaired and physically handicapped students.

STUDENT PERFORMANCE RECORD

Information note: Oregon Administrative Rule 22-120 requires that the transcript of record for each student shall "indicate the degree to which [the student] has demonstrated the knowledge and skills necessary to function in the following areas: Personal Development . . . Social Responsibility . . . [and] . . . Career Development [and further that] the local district board shall identify the performance indicators it is willing to accept as evidence that individual students are equipped to survive in the society in which they live [and furthermore] . . . schools shall provide necessary instruction for [and] . . .will determine progress toward development of these competencies. . . ." In compliance with OAR 22-120 and the policies of this district, the following information has been transcribed. Evaluation of each student's performance has been based on the minimum survival level performance requirements adopted by this school district. Competency statements and performance indicators used in this evaluation are available from the district superintendent's office.

PERFORMANCE REQUIREMENTS FOR PROGRAM COMPLETION

The student has met or exceeded minimum "survival level" performance requirements as indicated:



MODEL POLICIES FOR ATTENDANCE REQUIREMENTS

Attendance **22-125**

Twelve school years of planned educational experience shall be required, except as local district school boards adopt policies providing for early or delayed completion of all state and local program, credit, and performance requirements.

Local district school boards may, and are encouraged to, adopt policies allowing for individual program completion in more or less than twelve school years. Education gained outside the normal schooling experience may be considered in the granting of credit. Local district school boards may adopt policies to allow for credit by examination or allow credit for off-campus experiences. In any waiver of attendance requirement, consideration shall be given to the age and maturity of student, access to alternative learning experiences, performance levels, the desires of the parents or guardians, and guidelines of the State Board of Education.

SAMPLE POLICY

EARLY AND DELAYED GRADUATION REQUIREMENTS

AUTHORITY

"Twelve school years of planned educational experience shall be required, except as local district school boards adopt policies providing for early or delayed completion of all state and local program, credit, and performance requirements." (Reference 22-125)

DEFINITIONS

Early graduation means the completion of all requirements for graduation in *less* than twelve years.

Delayed graduation means the completion of all requirements for graduation in *more* than twelve years.

RATIONALE

Increasingly diverse learning opportunities for high school students now make it possible for some students to complete graduation requirements in less than twelve years. Conversely more than twelve years of school experience may be equally desirable for some students.

Both educational and personal considerations suggest that most students should remain in the public schools through twelve years while completing graduation requirements. Premature transition to post high school experiences may require career skills, or academic maturity beyond that which students ordinarily possess at the end of grade eleven. Enrichment experiences available within the high school during the senior year and off-campus experiences may complement school course work, fulfill graduation requirements, and enhance the student's growth in the areas of vocational choice and community service. Nevertheless, early graduation and in some instances delayed graduation is appropriate and desirable for a limited number of students.

IMPLEMENTATION

Local district policy shall spell out the district's position on early and delayed graduation. Early graduation from high school may be permitted provided that:

1. The parents request early graduation in writing after personal conference with the school counselor and/or principal.
2. There is a demonstrated educational or vocational purpose to be achieved by the early exit, or the student is over the age of compulsory education.
3. Requests and planning occur (one year)* prior to expected graduation in order to permit completion of all the course work credits.
4. The parents, student, school and other agency (college or employer) agree on the plans.

Delayed graduation may be considered for the following reasons:

1. The desire and ability to demonstrate further development in breadth or depth.
2. The student has not met the minimum requirements as prescribed by the local board.
3. To provide for re-entry following interrupted schooling.

*Optional, to be determined by district policy.

SAMPLE FORM

EARLY GRADUATION*

Name (legal) _____ Age _____ Date _____

Address _____ Home Phone _____

Parents Name _____ Home Phone _____

Parents Address _____ Business Phone _____

Desired graduation date _____

Reason for request and plan for accomplishing early graduation.

Method of acceleration; i.e., correspondence, night school, college, on-site, post-high school plans, credit by examination, employment.

Counselor Evaluation of Transcript.

(Credits needed, requirements met, courses to be taken.)

Counselor Conference Recommendation: Date _____

Parent Conference: Date _____

Student Signature _____ Date _____

Parent Signature _____ Date _____

Administrator Signature _____ Date _____

Signature of Representative of Participating Agency (if appropriate)

_____ Date _____

*The form for delayed graduation is the same.

SAMPLE POLICY
CREDIT BY EXAMINATION

AUTHORITY

"Credit by examination is a process for ascertaining student competencies for the purpose of waiving course requirements, and if deemed appropriate, granting credit." (Reference 22-125)

"Local district school boards may adopt policies to allow for credit by examination . . ." (Reference 22-125)

DEFINITION

Credit by examination is a process for ascertaining student competencies and awarding credit for a particular course, which is normally offered at the high school, without a student having to enroll or participate in the course.

RATIONALE

Providing for individual differences among students results in a wide range of opportunities. Some students are capable of achieving the objectives of a particular course and thus being competent in that course without having to enroll or participate in the class.

When an examination has been designed and administered that identifies student competencies and course objectives, then the student who successfully completes the examination shall receive credit for that course. Any requirement to enroll and pass the course will be waived. No distinction will be made between granting credit and waiving course requirements.

IMPLEMENTATION

1. The primary purpose for credit by examination is to permit a student to be awarded credit for a course due to his competency without his having to enroll in the course.
2. If a student successfully passes an examination for a course by the process of credit by examination, he shall be given credit for the course and therefore the enrollment requirement for that course, if any, will be waived. Credit for the course will be noted on his transcript and the course will count toward the graduation requirements, both in total credits (or units), and required-course enrollment. (The nature of grades to be used in connection with credit by examination shall be determined by local districts.)
3. A student may attempt credit by examination . . . a particular course no more than (two)* times, and these attempts may not occur within (one semester).*
4. A student may not attempt credit by examination for a course he is enrolled in.
5. Credit for not more than (number determined locally) courses may be achieved through credit by examination.
6. Examinations for credit by examination will be developed or selected by an examination committee responsible to the principal or curriculum vice-principal.
7. A list of courses for which credit by examination may be attempted will be published and made generally available to students.
8. The examination may be written or based on physical demonstration of competency.
9. Examination committees shall determine standards of performance on the tests that will be accepted as evidence of satisfactory completion of course requirements.
10. A student may not attempt credit by examination for a sequential course below the level at which he has or is enrolled (i.e., a student may not attempt credit by examination for General Mathematics if he is taking or has taken Algebra I).
11. A student must complete the "Application for Credit by Examination" and submit it to a counselor at least one week prior to the date of examination.
12. A school district committee or a school principal and staff shall decide when an appropriate test has been devised to measure course completion equivalency, and when the test shall be placed in use.

*Optional, to be determined by district policy.

SAMPLE FORM

APPLICATION FOR CREDIT BY EXAMINATION

Name of Student _____ Graduation Year _____ Date _____

I am applying for credit in the following course: _____

_____

I feel that I am qualified to challenge the requirements because _____

_____

The purpose of my challenge is _____

_____

Signature of Student _____

Approval of Parent _____

Date _____

Name of Counselor _____

Recommendation _____

_____

_____
Signature of Counselor

This application is (approved, disapproved)

Comments _____

_____

_____
Signature of Administrator

Date _____

SAMPLE FORM

CONFIRMATION OF CREDIT BY EXAMINATION

Name of Student _____ Course Title _____

Date of Examination _____

The examination consisted of: _____

_____

_____

which were successfully completed by the student according to school district regulations.

_____
Signature of Coordinator

_____
Approval of Principal

This credit has been entered on the student's transcript.

Date _____ _____
Signature of Clerk

Completed form to be filed in student's cumulative folder.

SAMPLE POLICY

OFF-CAMPUS PROGRAMS

AUTHORITY

"Local district school boards may adopt policies to allow for . . . off-campus experiences." (Reference 22-125)

DEFINITION

Off-campus experiences shall be defined as learning experiences in which the majority of learning is supervised by other than district employees in a setting removed from regular school buildings and grounds. The experiences shall be integrally related to the school curriculum, and should be described in a specific written agreement among parent, school, outside agency, and student.

RATIONALE

The community should be recognized as an extension of the classroom. Involvement in the on-going activities of diverse business enterprises, community agencies, and other government and private organizations can provide valuable educational experiences for students. Schools should increasingly utilize resources in designing educational programs appropriate to diverse student needs, interests and abilities.

IMPLEMENTATION

Policies should be developed which provide for off-campus programs. Off-campus experiences may generally be divided into these categories:

1. Enrollment in courses of other educational institutions;
2. Training internships in community or government;
3. Internships or work-training programs in business enterprises;
4. Participation in training or performance groups such as community symphonies, art, or science museums;
5. Travel or other unique enrichment experiences.

In order for credit to be awarded, an off-campus experience (outside the regular school setting) shall meet the following provisions:

1. Learning activities shall be integrally related to the regular school curriculum and subject to the same standards of quality;
2. The student's activities shall be supervised by a designated person in the participating agency;
3. In approving a student's off-campus proposal for credit, consideration shall be given to the student's interests, abilities and educational goals and objectives;
4. Work training programs may be either paid and/or unpaid according to local policy.

CREDITS

1. Depending upon the student's age and maturity, he may be permitted to earn a locally determined number of units of credit in an approved off-campus program while regularly enrolled in high school. For a full unit of credit to be awarded for any off-campus activity, the student's off-campus supervisors shall judge the student's performance acceptable for credit, and his off-campus program shall meet the time requirements established by the State Minimum Standards. Credit shall be granted only when the written agreement among parent, school, outside agency, and student is completed prior to embarking on the off-campus activity.
2. Off-campus experience allowed from other educational institutions shall be pre-arranged. Credit will be granted consistent with state guidelines from state accredited colleges. Credit may be granted on the above-written agreement basis from non-accredited institutions. Agreements to attend these institutions shall conform to the accepted guidelines for off-campus experience.
3. The outside experiences may occur at any time during the student's high school career, depending upon the same considerations affecting admission of students to other courses of the school—such considerations as student's interests, abilities, maturity, goals, and objectives.

PROCEDURES FOR ENROLLMENT

1. Off-campus opportunities will be included in forecast materials.
2. The interested student will be responsible for developing and negotiating a tentative proposal for an off-campus credit program in relation to a specific setting. In developing the proposal, the student will indicate the proposed location of off-campus experience, the types of activities in which he will engage, the expected learning outcomes and how they relate to his educational goals and objectives, the tentative schedule for such activities, and other factors which district may deem necessary.
3. The proposal shall be reviewed and the student counseled by a designated faculty member in the department most directly related to the type of activity proposed. When the proposal is satisfactory to the department (the principal may wish to appoint an appropriate committee to review the proposal), it shall receive tentative approval.

4. The student shall present the proposal to the off-campus agency, arrange any modifications, if necessary, in the proposal, and obtain written approval by the person in that agency who is designated to be his supervisor.
5. When the proposal is approved by the parent, the off-campus agency and the school, a copy shall be filed in the office of the principal or his designee and copies sent to all parties to the written agreement.

EXPERIENCE VALIDATION

The off-campus agency shall evaluate the student's progress and verify his termination or completion of the written agreement. Such verification and evaluation should be reviewed and filed in the student's progress records. Credit and grade shall be determined by the school and recorded on the permanent transcript.

OUTSIDE EXPERIENCE CREDIT AS A SUBSTITUTE FOR REQUIRED UNITS

Credit may be granted for required units subject to prior agreement and consistent with normal progress toward meeting competency requirements. It is essential that required competency skills be considered during the planning stage of the off-campus experience.

TRANSPORTATION NEEDS

Students shall be responsible for their own transportation to and from off-campus learning settings.

SAIF INSURANCE COVERAGE

SAIF coverage shall be provided by the district pursuant to ORS 656.033 if the following three conditions are met by the off-campus activity:

1. The duties performed by the student at the time of injury are: (a) among those required of similar full-time employees, and (b) described on the district's application for coverage.
2. The student earns no wages. (If wages are earned, Workmen's Compensation coverage is the responsibility of the participating agency, assuming the Workman's Compensation Act is otherwise applicable.)
3. The student's name and a description of his duties have been sent to SAIF. The principal or his designee shall be responsible for filing the necessary form at least *five* days prior to the commencement of the student's participation.

SAMPLE POLICY

INDEPENDENT STUDY

AUTHORITY

Education gained outside the normal schooling experience may be considered in the granting of credit (Reference 22-125).

DEFINITION

Independent study shall be defined as a personal learning experience where the student assumes the major responsibility for the goals, activities and evaluation of the experience.

RATIONALE

The diverse interests and abilities of the youth require that learning experiences be personalized. Frequently, this will mean that the local district will want to provide enrichment experiences beyond the scope of the regular classroom experiences.

It is assumed that a student choosing the alternative of independent study has sufficient maturity, and motiviation to individually pursue and complete self-initiated study with a minimum of supervision.

IMPLEMENTATION

1. The basic purpose underlying independent study is to encourage students to pursue natural interests and abilities.
2. Credit for independent study may be awarded according to local policy. It may be accomplished either as a "planned course" or by "examination."
3. Independent study may be conducted on or off the campus.
4. Provisions for independent study should be outlined in a specific written agreement involving the student, the parent and the school.

A FORECAST MODEL FOR STUDENTS

As all the components of a district's implementation plan are developed and put into operation, the result should be that students have many more opportunities and options.

The final step in planning, therefore, should be the creation of a system for assuring that every student is aware of, and assumes greater responsibility for choosing among, the options available to him.

IMPLICATIONS FOR COUNSELING AND GUIDANCE

The new standards have many implications for the district's counseling and guidance program. The following questions should serve as guidelines for the evaluation and revision of the school's total administrative and instructional program in terms of provisions for helping students understand the new graduation requirements.

1. Do you have a comprehensive approach for meeting the individual needs of students for personal and educational guidance?
2. Does your program have enough flexibility built into its total system so that reasonable alternatives are available for each student?
3. Is your guidance program the keystone in providing this flexibility?
4. Will your program include provisions for helping students to use a Forecast Guide? (See model on page 50.)

Guidance is a total school responsibility. Many guidance functions may be performed by a counseling staff, but *all* members of the school staff and community have guidance responsibilities. There should be general agreement on areas of responsibility:

1. Duties of counselors
2. Duties of teachers
3. Duties of administrators
4. Role of the student
5. Role of the parent

A guidance program must assure not only that guidance personnel are available, but also that students have opportunities to see counselors at times which are convenient to them. This means providing:

1. Flexibility of schedules
2. Guidance facilities
3. An adequate number of counselors
4. Staff commitment to counseling

A guidance program is based on the assessed needs of students. Continuous evaluation is necessary to determine the effectiveness of the guidance program. It is a good program if it:

1. Meets the needs of all students and is not limited to crisis counseling.
2. Insures input and feedback from those receiving the services
3. Employs systematic review and evaluation.
4. Involves individual self-assessment.

Each student needs to be aware of the alternatives available to assist him in making choices based upon his own needs. He should know about:

1. Minimum competency requirements
2. Performance indicators
3. Early or delayed graduation opportunities
4. Course offerings
5. Independent study options
6. Work experience options
7. Credit by exam policies
8. Community internships
9. Simultaneous enrollment options

All records should be open and complete so that each student is aware of his progress. This results in the student realizing both what he has accomplished and what needs to be accomplished in order to complete the requirements. The district needs policies concerning:

1. A record keeping system
2. Confidentiality of records
3. Transfer of records
4. Completeness of transcripts
5. Assessment of credits of incoming transfer students
6. Personnel needed to develop and maintain records

With the above points in mind, each district's guidance program should be reevaluated and revised. This is an excellent opportunity for teachers, counselors, administrators, and others to work as a functional guidance team for the benefit of students.

DEVELOPING A FORECAST MODEL

The Forecast Model on page 50 is an example of one instrument that may be used by students for planning their 9th through 12th grade program. It is designed to assist students in understanding what the minimum requirements for graduation are, while allowing them individual flexibility regarding means and methods for satisfying them.

To complete a forecast guide, the students should have access to information in the following areas:

1. Graduation requirements
2. Courses available
3. Competencies required
4. Courses completed
5. Competencies acquired
6. Credits earned
7. Tentative career goals
8. Activities programs

Based upon the above information, students will tentatively outline programs which best meet their needs. These tentative programs should be developed in cooperation with counselors, teachers, parents, and peers. It should be emphasized to the students and those who work with them that this is not an attempt to lock the students into programs, but a process to help them plan.

Following is an explanation of the forecast model:

Column I: Performance Requirement for Program Completion

This column includes the Performance Requirements in OAR 22.120.

Column II: Identified Minimum Competencies

This column would be used to list the minimum competencies required by the local district. It may be necessary to include this information on a separate list.

Column III: Individual Student Abilities and Needs

The purpose of this column is to allow the student a personal assessment of where he is now and where he would like to be in relation to the performance requirement areas—reading ability, listening ability, etc. The student circles the number to indicate where he is now and places an "X" over the number to indicate where he wants to be in the future; the improvement needed would be the space between the markings.

Column IV and V: Required Areas of Study and Units Required

These columns include the areas required for graduation and the units a student must earn for graduation as required in OAR 22-115.

Column VI: Courses and Activities Available

Each school would list the experiences and activities available. It may be necessary to include this information on a separate list.

Column VII: Tentative Choices of Courses and Activities

The student lists his tentative choices of both courses he is planning to take and activities in which he intends to participate.

SAMPLE FORM

FORECAST MODEL

COLUMN I	COLUMN II	COLUMN III
Performance Requirements for Program Completion	**Identified Local Minimum Competencies**	**Individual Student Abilities and Needs**
A. Personal Development		(Low) (High)
1. Read	(1) _____	1 2 3 4 5 6 7 8 9 10
2. Listen	(2) _____	1 2 3 4 5 6 7 8 9 10
3. Analyze	(3) _____	1 2 3 4 5 6 7 8 9 10
4. Speak	(4) _____	1 2 3 4 5 6 7 8 9 10
5. Write	(5) _____	1 2 3 4 5 6 7 8 9 10
6. Compute	(6) _____	1 2 3 4 5 6 7 8 9 10
7. Scientific/Technological Process	(7) _____	1 2 3 4 5 6 7 8 9 10
8. Healthy Mind and Body	(8) _____	1 2 3 4 5 6 7 8 9 10
9. Life-Long Learner	(9) _____	1 2 3 4 5 6 7 8 9 10
B. Social Responsibility		
10. Citizen/Community	(10) _____	1 2 3 4 5 6 7 8 9 10
11. Citizen/State	(11) _____	1 2 3 4 5 6 7 8 9 10
12. Citizen/Nation	(12) _____	1 2 3 4 5 6 7 8 9 10
13. Citizen/Interaction with Environment	(13) _____	1 2 3 4 5 6 7 8 9 10
14. Citizen/Streets and Highways	(14) _____	1 2 3 4 5 6 7 8 9 10
15. Consumer/Goods and Services	(15) _____	1 2 3 4 5 6 7 8 9 10
C. Career Development		
16. Career/Habits	(16) _____	1 2 3 4 5 6 7 8 9 10
17. Career/Positive Attitudes	(17) _____	1 2 3 4 5 6 7 8 9 10
18. Career/Interpersonal Relationships	(18) _____	1 2 3 4 5 6 7 8 9 10
19. Career/Decisions	(19) _____	1 2 3 4 5 6 7 8 9 10
20. Competencies/Chosen Career Area	(20) _____	1 2 3 4 5 6 7 8 9 10

SAMPLE FORM

FORECAST MODEL

COLUMN IV	COLUMN V
Required Areas of Study	**Units Required**
Communication Skills	3
Mathematics	1
Social Science	1
Citizenship Education	1
Laboratory Science	1
Health Education	1
Physical Education	1
Personal Finance	1
Career Education	1
Electives	10

COLUMN VI
Courses and Activities Available

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

COLUMN VII

Tentative Choices of Courses and Activities

Courses	Grade 9 Credit	Courses	Grade 10 Credit
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
Activities		**Activities**	
_____		_____	
_____		_____	
_____		_____	
Courses	**Grade 11 Credit**	**Courses**	**Grade 12 Credit**
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
Activities		**Activities**	
_____		_____	
_____		_____	
_____		_____	
_____		_____	
_____		_____	
_____		_____	
_____		_____	
_____		_____	
_____		_____	
_____		_____	
_____		_____	
_____		_____	
_____		_____	
_____		_____	
_____		_____	
_____		_____	
_____		_____	
_____		_____	
_____		_____	
_____		_____	
_____		_____	